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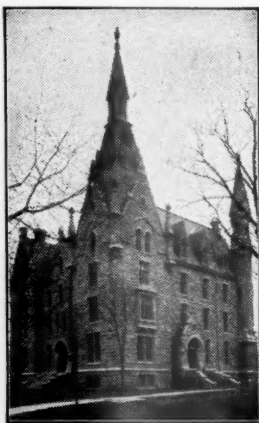
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S. Y. GILLAN & CO.,

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## Teachers' Wages.

About two years ago this journal began to agitate for better salaries for teachers, and indicated a rational and effective way to educate the people up to the point where they would be willing to pay more. We pointed out what had been done in New York City under the leadership of William McAndrew and others in securing from business and professional men an itemized estimate of the cost of living which a teacher might reasonably be expected to incur. At that time we said:

"One of the most effective and practical ways in which to secure better pay for teachers is to agitate through teachers' associations and set the people to figuring on what constitutes a living wage. But this will not be done while the men control the associations, state and national, and the women pay the expense of running them. The men who run the associa-

tions are, as a rule, paid fairly comfortable salaries; they hold their positions in many cases through the good will of politicians, who in turn fear the corporations and other tax dodgers."

Since that time some progress has been made in bringing this matter to the attention of the public, but much more remains to be done. In Wisconsin the State Teachers' Association appointed a committee of five to conduct a systematic investigation of teachers' salaries, and at last they have got busy in a rational way, and their report at the meeting in December will have much more than a local interest, for they are working as a part of a joint committee from several states. The method of procedure which the committee has followed is almost identical with that pursued in New York City, which proved so effective, and which was set forth in this journal nearly two years ago. Fifteen thousand papers have been sent out to teachers, each person addressed receiving two papers, one to be filled by the teacher, another by some citizen not a teacher. The following from the letter which accompanies the blanks will be of interest to teachers everywhere:

"It is believed that no reasonable basis for the remuneration of teachers has yet been established. Some say the working of the law of supply and demand is sufficient to secure the best service to the schools. Some prefer to look upon teaching as a kind of missionary work for which only partial compensation should be expected in this world. Others consider it a short-hour service and so entitled to short pay. It is sometimes suggested that the teacher should do outside work evenings and vacations to make out his yearly living.

"Do these and similar arguments constitute a satisfactory basis for the remuneration of teachers? If not, what does determine the amount a teacher should be paid for his services? Should he receive a salary that will enable him so to live that he can meet the social and professional demands placed upon him by the public? Are teachers' wages now sufficient to provide suitably for the teachers' growth professionally, for attending important

teachers' meetings, and for the purchase of needed books for professional study and improvement? What has the wage question to do with the shifting personnel of the profession? Are we continually losing some of our best teachers because of insufficient remuneration?

"Please lay aside all considerations of mere sentiment and give us the plain, unvarnished facts about the wage problem. If you think teachers are as well paid as they should be under the conditions that exist, say so; if not, say it and give the best arguments you can to back up your views. Please cite facts as fully as possible in support of your arguments.

"You will greatly aid in the investigation and contribute to the cause of good service in the schools if you will reply promptly to this letter of inquiry. Your communication will be held strictly confidential.

"If any of your citizens care to write us on this question of Teachers' Wages, we shall be glad to hear from them. Will you kindly send us clippings from your local papers if any comments are made concerning the investigation. Always give us the name and date of the paper."

The items in the blanks which were enclosed with the letters are given below; opposite these items are four columns headed respectively:

- For young married man.
- For married man in middle life or older.
- For single woman.
- For single man.

ESTIMATE ON YEARLY COST OF A GOOD LIVING IN  
City or town of.....  
Population..... State.....  
(If estimated for country living, cancel "city or town" and write "country.")  
Estimated by..... Occupation.....  
a resident of above named locality.  
Employer or employee.....

#### ITEMS.

1. Cost of maintaining home:
  - Rent, taxes, etc., or room.....
  - Fuel and light.....
  - Repairs, improvements, etc.....
  - New furniture, furnishings etc.....
  - Table, provisions, ice, etc., or board....
2. Service—servants, etc.....
3. Clothing and care of same, man.....
4. Clothing and care of same, woman.....
5. Clothing and care of same for children...
6. Newspapers and periodicals.....
7. Books and stationery.....
8. Church, charity, etc.....
9. Amusements, concerts, etc.....
10. Carfare and travel (not recreative).....
11. Recreation and summer outing.....
12. Health—medicine, dentist, etc.....
13. Insurance premiums—life and fire.....
14. Hospitality.....
15. Sinking fund that ought to be laid aside each year for contingencies and old age.....
16. Other items—\*specify.....
20. Total yearly estimate for good living....

\*Specify any other expenses you think should be included, as, for example, special periodicals and books for professional use, societies, conventions, extra expense of sending children away to school, etc.

If all the teachers who received these blanks will promptly and carefully comply with the request of the committee, the report will be a distinctive and valuable contribution to the discussion of this profoundly important topic. Reports and requests for additional blanks may be sent to the chairman, Professor A. H. Sage, Oshkosh, Wisconsin.

The subject treated in this report will be discussed at the Milwaukee meeting in December by two distinguished speakers, Miss Margaret A. Haley, of Chicago, and Superintendent William McAndrew, of Brooklyn.

#### Parsing.

The Athenians were compelled to pay once a year a tribute of seven of their fairest youth to the monster Minotaur. But the English-speaking people have for many years paid tribute of the best time of each day of their youth to the monster Parsing, the offspring of that formalism, Latin grammar. If we could settle upon a Theseus who could deliver us from this bondage more honor would be due than was accorded the ancient hero.—Pres. R. H. Halsey, Oshkosh, Wis., in *Intelligence*.

Is it possible that Joe Jefferson is to have a rival in playing Rip Van Winkle? Mr. Halsey seems to have just awakened from a twenty years' sleep. A quarter of a century ago startling and dramatic denunciations of parsing and formal or technical grammar were interesting because they were new, and because they came from a man of great force. Because of this agitation a large crop of "language lessons" sprang up, some of them fairly good, most of them "powerful weak," and an era of laxness in the teaching of the structure of the English language set in. This was in accordance with a law of progress, for erroneous methods are often corrected by the temporary adoption of the opposite errors. But when the weakness of the "reform" movement which would make a bonfire of the grammars became apparent, as it did, in one school gar-



eration (about ten years) the pedagogic practice in language teaching settled back, not into the old hard and fast method of routine grind, but into the middle ground of good sense, which rejects no good thing merely because it is old. To-day the best teachers of English recognize a legitimate place for parsing exercises.

If Mr. Halsey will wake up and rub his eyes, he will be able to see that this is true.

The same mail that brought Mr. Halsey's comical echo of Col. Parker in his militant days of the early eighties, brought another exchange in which we find, from the pen of Jonathan Rigdon, the following sane article on this subject:

#### ADVANTAGES OF PARSING.

I must admit that as too often it is taught parsing is a waste of time and even an injury to the mind. Incompetent teachers make it occupy the entire time devoted to grammar and make it so uninteresting that pupils easily acquire a distaste, not only for it, but for grammar in general and possibly also for all forms of language study. Also it can be taught, or rather gone through with, without arousing the slightest suspicion that it has a practical relation to correct expression. But should we for this reason denounce parsing? It would be no less absurd to denounce any particular kind of food because there are many persons indiscreet enough to take it in abnormal quantities and by irrational methods. Let us admit further that parsing does not appeal very strongly to the esthetic or to the moral sentiments. I do not see how it could be made to develop one's religious nature or his love for literature. But cannot the same be said of arithmetic, algebra, geography and physiology? Are we to condemn the feet because they cannot see, and the eyes because they cannot walk? But is it true, as Colonel Parker claimed, that when one is done parsing he has no love for literature and no religion? It may be so, if he had none when he began.

*Parsing is the systematic classification of a word, and the orderly enumeration of its properties and relations, with reference to the principles and rules of grammar.*

Let us lay aside all prejudice, be honest

with ourselves, and analyze the following example of parsing in the sentence:

My uncle *wrote* the book *that* lies on the table.

(1) *Wrote*, verb, trans., attrib., irreg., —pres. ind., write; past ind., wrote; past part., written;—act, voice, ind. mode, past tense, third per., sing. num., to agree with its subject, *uncle*, rule XV.

Let us examine first the *educational value* of such an exercise, its value for thought:

"*Wrote* is a verb." This first step compels the pupils (1) to review his concept of *verb*, (2) to note the office of the word *wrote* in this sentence, (3) to see the resemblance between this office and his concept *verb*, (4) to construct and express the judgment, "*wrote* is a verb." Further, it will be observed, that we have here in this one short step a complete syllogism, or deductive reasoning:

*Major Premise.* All words that assert are verbs.

*Minor Premise.* This word asserts.

*Conclusion.* Therefore, this word is a verb.

All these intellectual processes must be gone through again in taking the next step in the parsing, "*wrote* is transitive"; and the same is true of every other step in the classification. A moment's reflection will show us also that here the mind, without being able to name them, which is of comparatively little importance, exemplifies each of the three fundamental laws of thought as set forth by logic. The mind identifies *wrote* as a transitive verb, law of *identity*; this involves the thought that *wrote* is not intransitive, law of *non-contradiction*; and this in turn, involves the thought that every verb is either transitive or intransitive, law of *excluded middle*.

It is easy to see that all these thought processes, *discrimination, assimilation, classification, conception, judgment, reasoning*—are involved in every step of the parsing, whether it be the naming of the class or property of a word. But why name or refer to the rule or principle? Why do it in the demonstration of a proposition in geometry? This is *generalization*. It involves not only *apprehension*, but *comprehension*. If it is anywhere good to refer facts to laws and principles, why is it bad to do it in grammar?

All intelligent parsing involves *discrimination* and *assimilation*, and psychology assures us that these are the essential operations in all thought. Parsing is essentially *classification*, and by it one may develop the ability to make systematic classifications. Certainly this ability is worth much, and is sufficiently rare to warn us against neglecting any good means of developing it. I know of nothing better to sharpen and quicken the *apprehension*, to give vitality or alertness to the mind.

It is good, also, to exercise the power of *comprehension*, for it often requires one to hold up in their relations a number of grammatical principles. It is a constant exercise of the powers of *conception*, *judgment*, and *deductive reasoning*. Then, if it is good to think, is not parsing good to learn to think?

#### Let Questions be Asked.

The season approaches when in all western states leading teachers come together in state associations. It is customary at such gatherings to have a lecture by some distinguished speaker or educator. When the lecture is simply a popular address of general interest given for the purpose of entertainment and incidental instruction its purpose is accomplished when the discourse is ended, but when a speaker, whether he be a teacher or not, presents a theme bearing on school work, the association should not allow him to escape without meeting the members in a somewhat informal session where all may ask questions and, if so minded may "talk back." Many a man has been misunderstood in utterances from the platform when a few minutes of questions and answers would clear up doubtful points.

Moreover, a speaker is less likely to make a rash or careless statement when he knows that the ordeal of a quiz exercise will be encountered. Courtesy of course requires that in a "round-table" session the inquiries should proceed in the kindly spirit of seekers for truth so that neither party should be in a defensive attitude.

## The Institute.

S. Y. GILLAN, CONDUCTOR.

### Notes by the Way.

BY S. Y. G.

The state of Iowa has no large cities, and never can have any, but it probably has a larger number of pleasant and prosperous little cities than any other state. Among these Tama-Toledo is (or are) typical. In municipal organization they are two cities, but for social and business purposes they are practically one, and the hyphen may stand for the two miles of trolley line that unites them. These twin cities joined last summer in an educational enterprise which proved highly successful. A Chautauqua meeting was held for nine days at a point mid-way between Tama and Toledo; it was the first experiment of the kind by this community; from 2,000 to 4,000 people were in attendance throughout the period, and so great was the interest that it seemed a modern revival of the old camp meeting spirit. A generation ago a colony of United Brethren settled at Toledo and established a college, whose wholesome influence on the population of the county explains in large measure the success of the Chautauqua meetings.

Superintendent Brown made an experiment with his teachers' institute, however, which did not prove successful; he combined it with the Chautauqua meeting, holding a long session each forenoon, and encouraging the members to attend the Chautauqua in the afternoons and evenings. After the first two days the inevitable effect of the dissipation that comes from a surfeit of good things was plainly manifest; by the middle of the week the instructors could hope merely to keep the members of the institute awake; to arouse and maintain a keen, lively interest was out of the question.

A teachers' institute is a thing of enough value to justify its own existence.

So also is a Chautauqua association; but each should stand on its own merits and neither be made an appendix to the other.

A week in Carthage, Illinois, with Trego, Hall, Pace, Williams and the teachers of Hancock county passed as a brief vacation holiday, and again I was back in Iowa, this time in Humboldt, a town with a history. About half a century ago an enterprising Yankee came to northwestern Iowa and secured a large tract of land on which he laid out a "city" large enough to hold a population of a hundred thousand. But he was not merely a land boommer; he had some higher aspirations. He established a college and persuaded many of the then prominent New England literati to contribute to its endowment and buy a block apiece of land in the new city. A fund of about \$100,000 was raised, a building was put up, and many miles of streets and avenues marked by planting trees. Blocks were owned by, and still bear the names of Emerson, Longfellow, Thoreau, Lowell and other well known men whose names added prestige to the enterprise. But it was soon found that a Unitarian college on the Iowa frontier did not "fill a long felt want," and the school waned; bad financial management did the rest, and the scheme for a Utopian city vanished with the demise of the school. The building stood idle for many years; meanwhile the prosperous city of Humboldt grew up near by, the blocks which still bear famous names became farm land (with streets marked by the rows of trees which had been planted), and half a dozen years ago a wide-awake young man from Wisconsin bought the college building and farm and established a business college and normal school which is now a flourishing institution and a valuable property.

Clarence Messer is one of the few superintendents who can run an institute with little talking and no threatening or other coercive measures, and yet secure full, regular and punctual attendance and the

best of good feeling on the part of the members. If "that tired feeling" was experienced by any of the teachers present it was not visible in their appearance or manner. Promptly at the time for beginning each session they were in their seats, but no roll-call or other method of checking attendance was in evidence. Wondering at this, I asked the superintendent about it; he said: "I don't take any roll-call except with my eye." The secret of the commendable spirit of good will which pervaded this large institute was revealed in that remark. The inspiration which is infused by personal interest in each teacher as an individual is the great thing in supervision.

#### The Last Lesson.

[Story told by a little Alsatian. From Daudet. Translated by Prof. A. A. Wetter, Chicago.]

I was late to school that morning, and moreover was afraid of a scolding, inasmuch as I did not know any of the participles Mr. Hamel had told us to study. For a moment I thought of playing truant and skipping across the prairies. The weather was so warm, so clear.

The birds were singing in the woods yonder, and on the meadow Rippert, behind the sawmill, the Prussians were drilling. All this was much more interesting to me than the rule of the participles; however I found the strength to resist and ran quickly toward the schoolhouse. As I passed the office of the village magistrate, I saw a crowd standing in front of the billpost. For two years all the bad news had been posted there: the lost battles, the requisitions, the orders of the commandant, and without stopping to look I thought to myself: "I wonder what is up now."

While I was running across the place, Wachter, the blacksmith, who was there with his apprentice, reading the bill, cried to me: "Don't hurry, little one; you will get to your school in time." Of course I thought he was mocking me and arrived

all out of breath in Mr. Hamel's little courtyard. At the beginning of the session there was always a great noise resulting from opening and shutting the desks, from the lessons which we rehearsed out loud to ourselves. \* \* \*

I counted on all this confusion to slip into my seat unnoticed; but just on this very day everything had to be calm and still like on a Sunday morning. Through the open windows I saw my schoolmates in their seats and Mr. Hamel passing up and down the aisles with that awe-inspiring ruler under his arm and I had to open the door and enter the room in the midst of that great stillness. You may imagine how I blushed and how frightened I was.

Mr. Hamel looked at me without any sign of anger and said quietly: "Take your seat quickly, Franz; we were just going to begin without you."

I jumped over the bench and sat down in my seat. It was only after my fright had vanished that I noticed our teacher's beautiful green coat, the fine pleated jabot and his embroidered black silk skull cap, which he wore only on inspection or examination days. Furthermore, it seemed to me as if there were an air of mystery and solemnity hovering over the whole class. What surprised me most was to see, in the back of the room on the benches which were usually vacant, some people from the village, sitting as still as we did: old Hauser with his three-cornered hat; the ex-magistrate; the old mail-carrier and some others. Everybody looked sad and Hauser had brought an old primer, the edges of which showed some pretty rough handling. He held it open on his knees, while he looked, by means of his large spectacles, at its contents. While I wondered at all this, Mr. Hamel had stepped on the platform and taken his accustomed seat there. In the same kind and earnest voice in which he had spoken to me, he now said to us all:

"Children, this is the last lesson I shall give you. An order has come from Ber-

lin, according to which henceforth German only is to be taught in the schools of Alsatia and Lorraine. To-day you will have your last lesson in French. I hope you will be very attentive."

These few words simply upset me. The miserable wretches! That was what they had posted at the office of the magistrate.

My last lesson in French!

And I knew hardly how to write as yet. I was never to learn it then. Here it would end. How I regretted the time which I had lost, the lessons I had missed. \* \* \*

In honor of this our last morning Mr. Hamel had donned his best Sunday clothes, and now I understood why these village fathers had come and seated themselves in the room. It looked as if they wanted to express their regrets at not having come oftener to the school. It was also one way of thanking our teacher for his forty years of faithful service which he had rendered our village and its inhabitants and to pay the last honors to the "patrie" that was to be no more.

Just as I had arrived at this point in my reflections I heard my name called. It was my turn to recite. What would I not have given to be able to say the whole length of that famous rule of the participles very loud, very clear, without a mistake. But no—I made a blunder at the very beginning and remained standing in my seat with a swelling heart and ashamed to lift my head. I heard Mr. Hamel say to me:

"I shall not scold you, dear Franz; you are punished enough. That is just it. Every day we say: 'Pshaw, I have plenty of time yet; I will learn it to-morrow. But now you see what can happen. That has been the greatest misfortune of our Alsatia. Instruction has always been put off. And now those people have a right to say: 'What, you want to be Frenchmen and yet you do not know how to write or read your language!' But my poor Franz, you are not the only one to blame; we all have to reproach ourselves more or less.

"Your parents have not looked after to see you working in the fields or factories in order to earn a few cents. And I myself? Have I not done many things for which I reproach myself now? How often have I not asked you to water my garden instead of making you study. And when I wanted to go fishing, was I bashful about letting you have a holiday?"

Then Mr. Hamel began talking to us about the French language, saying it was the clearest, most beautiful and most solid language in the world; he entreated us to keep it up and never to forget it, because, he said, a people in bondage keep the key to their prison, as long as they hold on to their language.

After these words he took up a grammar and read our lesson to us. I was surprised to find how well I understood it. Everything he said seemed all at once so easy, so very easy. I believe I had never before listened so attentively, nor had he ever shown as much patience in his explanation as he did that morning. One would have thought that the poor man, before his departure, wanted to give us all the knowledge he possessed and that he wanted to impart it with one stroke.

That finished, the writing lesson began. For that special day Mr. Hamel had prepared new copies on which he had written in beautiful round letters: France, Alsacia, France, Alsacia. They looked like so many little flags floating all around the class, fastened to our desks. And to see how each and every one applied himself! And such a stillness in the room! One could hear absolutely nothing but the scratching of the pens on the paper. Once a swarm of Junebugs flew through the room; but nobody paid any attention to them, not even the very youngest pupils, who worked at their up and down strokes with a will and a conscientiousness as if everything were to remain French. On the roof of the schoolhouse the pigeons cooed very low and while I listened to them I said to myself:

"I wonder if they too will be obliged to sing in German."

From time to time when I lifted my eyes from the page, I saw Mr. Hamel sitting very still in his chair and looking at every object about him as if he wanted to carry away the whole little schoolhouse in his look. Think of it! For forty years he had been at this same place, with the same courtyard before him and the same schoolroom. The benches and desks had become polished and shining from the long use of them; the nut-trees in the yard had grown and the hops which he had planted himself encircled the windows up to the roof. How intensely bitter and heartrending it must have been to the man to leave all these things behind him and to hear his sister in the room above walking to and fro packing their trunks, for they had to leave the next day, leave the country forever.

However, he had the strength to go with us through the whole session. After the penmanship exercises we had history and then the little ones sang their do, re, mi, fa, sol. Down there at the end of the room old Hauser put on his spectacles and, holding his primer with both hands, he said the words with them. One could see that he was very much in earnest; his voice trembled with emotion; yet the whole thing looked so ridiculous that we all felt like laughing and crying at the same time. Oh! that last lesson! I shall never forget it!

All at once the clock on the church tower began to strike twelve and then the church bell chimed in. At the same moment the trumpets of the Prussians who came back from their drill burst out under our windows. Mr. Hamel rose from his chair, looking very pale. Never before had he looked so tall.

"My friends," he said, "my friends, I—I—" but something choked him. He could not finish his sentence. He turned toward the blackboard, took a piece of



chalk and using all his strength he wrote in letters as large as he could:

"Long live France."

He remained standing there, his head against the wall and without speaking he motioned to us with his hand:

"It is all over—go!"

**Thomas Thompson, Schoolmaster.**

BY LAWTER WHITTEC.

#### CHAPTER II.

Mrs. Saunders kept what was known as the "Company House," and was patronized largely by the better paid employes of Sole's mill.

Sole's mill was one of the leading institutions of Sand Point; it combined veneer, shingle and lumber departments. The "Company" ran a large general store, in connection with which there were the express, the postoffice, and the warehouse of the Holmes & Sole Navigation Co.

Hank Devine, the driver, had enigmatically remarked that he always shoved his watch into his boot leg when he struck Sand Point, and that no teacher had ever succeeded in Sand Point who had not stood in with the Company, and then impressively, "Keep yer eye on Holmes; he's the whole thing."

Alonzo Holmes boarded with Mrs. Saunders, and as he "found" a number of clerks, and the Company owned the building, Holmes' "influence" with Mrs. Saunders was direct, unquestioned and constant. Thompson was greeted pleasantly by Mrs. Saunders and was shown to a room, where, to his surprise, he found his trunk; evidently all arrangements had been made for his stay, but he was too tired to find fault, and glad enough to have a spot he could call his own. His room was under the east slope of the roof and opened out on the lake, whose blue surface could be seen through the branches of the pines, the pines whose sweet music, mingling with the sound of waves upon the rocks, was to be a voice

in his loneliness and a comfort in hours of trial.

His bed was at the farther end of the room and was clean and inviting, the rag carpet was attractive, the wood stove was bright with polishing. But what interested Thompson most was the table, and his study chair. The table was made of pine, and fully ten feet long; it had doubtless been a draughting table in the days when the Company was planning mills and docks. It smelled of the woods, and stood square and solid upon its legs. Its length and breadth savored of liberty; he could stretch his arms or rest his head upon it and book after book he could spread out till he was surrounded as by a protecting host. Such a table invites to friendly books and the calm repose of study and reflection. The chair was made of oak, with sloping arms; it could be drawn up under the table, it kept the back straight and the eyes open and grew more comfortable as the evening hours sped on.

The student who has not learned to love his study table and his straight-back chair has missed one of the sweetest friendships of life.

Thompson was getting on amazingly; he had made friends with Hank Devine, the driver, and now there were four more, a table, a chair, the lake and a sandy stretch filled with tall white pines.

When Thompson went down to dinner he met Mr. Saunders, for whom he had an instant liking. Saunders had been a little of everything—prospector, woodsman, mechanic, and was now irregularly employed about the Company's property. He was a man past 50, somewhat bent under the weight of life's burdens, but his clean-shaven face was instinct with intelligence and sympathy. After dinner he walked as far as the store with Thompson, and as the teacher walked on to school alone he felt he had found another friend.

Mrs. Saunders was short in stature and had a face difficult to describe. Her fore-

head was manly rather than womanly; her lips were large, her nose broad, her grey eyes small and expressionless; and there was a tinge of redness upon the nose and cheeks that gave the face a peculiarly uninteresting aspect. You felt that the spirit behind such a face was impervious to argument and immovable to appeals, unless they were in the line of her prejudices. As a house manager she was a master. Cleanliness was so general as to be uncomfortable; her boarders never complained of her table; and no insurrections ever arose in her kitchen; from cellar to attic she saw everything and managed everything. From the vantage ground of her domestic mastership, she was the head and front of such social and religious undertakings as she chose to enter; she had an unconcealed disgust for failure, and a righteous indignation over weakness, especially in one of her own sex. Had she lived in the days of Knighthood she would by instinct have found the one weak spot in every coat of mail. But strong as was Celestia Saunders in herself, she had a sort of timid fear of Alonzo Holmes. She watched Thompson as he walked up the street with her husband, and said to herself: "I don't know just what to think of that young fellow."

Thompson's first week passed quickly; he hardly met the other teachers, so busy was he in getting the run of his own work, and when he locked the door Friday night it was with the feeling that he had made no serious mistakes during the week. On this particular night he chose to go home by a roundabout way, and as he was passing along by a little cottage, he heard a voice call out: "Well, Master Schoolmaster, I'm glad to see ye: I thought ye'd be along this way some day, and I want to say to ye that yer beginnin' right. My little girl goes to ye—she's my

daughter's child—an' she never mistakes the teacher."

The speaker was Archibald Wallace, an old Scotchman, who had lived in Sand Point since its beginning, and at 82 years was hale and hearty, with a touch of rheumatism, an ardent Presbyterian, a devoted checker player, and as he styled it, "not to be undone by ony body in the mathematics." He had been splitting wood and came to the fence, axe in hand, to greet the teacher.

"I'm glad to see ye, but, school master, ye'll not have an easy time of it. I've known this town for forty year—and between the Company, and the church, and the deil, an' parents 'at don't know what's good for their children, teachin' don't ha' much o' a show.

"An' the children, aye, that's it, the children themselfs, they're like my wood pile there—some of 'em like that clear maple, straight grained and true; and do you see that piece there?" (turning it over with his foot), "it's all rotten on the other side, no good to try on that.

"Then there's another kind—see that stick there? I was poundin' away on that end of it and couldn't make no impression. I was thinkin' o' what that fool preacher said about the poor folk last Sabbath, and didn't have my head on—but I just turned it aroun' an' split it the first welt.

"Keep at the right end, Master Schoolmaster, keep at the right end."

And Archibald Wallace hitched along toward the house, but paused at the door to call out, "We'd be glad to see ye ony day, Master Schoolmaster, ony day; we're both of us old and poor, but we're sound at the core, sound at the core."

So Thomas Thompson, schoolmaster, went home that Friday night thinking of what Archibald Wallace had said.

(To be continued.)

**Emphasis on Bible Instruction.**

In his late annual address Chancellor MacCracken of the University of New York gave a pointer as to the direction in which educational opinion is tending by saying:

I wish we could require from every freshman a Sunday school diploma that would certify that he knew by heart the Ten Commandments, the Sermon on the Mount, a church catechism of some kind and a score of the scripture Psalms and best classic hymns. This university will join any association of universities and colleges that will demand this as an entrance requirement.

President Harper, of the University of Chicago, concurs in Chancellor MacCracken's views, as does President Butler, of Columbia: In fact, it is safe to say that a large majority of presidents of our higher institutions of learning and of our leading educators are coming to the opinion that justice to the individual student as well as educational and social consistency require that more attention should be given to Bible study in our schools. To-day we present the growing anomaly of a nation professedly and confessedly Christian in its prevalent moral and social standards and in its institutions, but which is allowing the very foundation of its whole system to become largely traditional. The Sunday schools do a little, a painful little, toward planting Bible words and sentiments and views of life and death in the memory of the young.

It is very true that "a father who had a very meager schooling in the days before the war will astonish his son, to whom he has given every educational advantage, by some Biblical allusion or a fine quotation that is a revelation in religion, morals and literature." It is not clear yet, however, how much vital religion and of Christian ideals is really lost to our people by this decadence of familiarity with the Bible. In another generation or two the results may be more perceptible. But anyhow it is to be regretted, not only on the ground of diminished comprehension

and relish of our best literature, but also on the ground of lessened personal piety, that Bible truths and Christian experiences are becoming comparatively so much a thing of the past.

Still the obstacle in carrying out Chancellor MacCracken's idea in state-supported schools remains, the infringement on personal liberty which it involves and giving to the republican state power to foster and install sentiments repugnant to some of its citizens. Turning the question every way possible, no solution yet appears of the problem of preserving the fundamental principles of our government and yet requiring the teaching of the Bible and of distinctively Christian principles of morals and ethics in the public schools. —Intelligence.

**What Method Is This?**

The following bit of practical experience reported by Cora M. Gillott, of Grafton, Iowa, would probably be regarded by some teachers a piece of unscientific teaching because no one "method" is adhered to. It is a combination of the word, the letter, the phonic and the sentence method. Taken as a whole it may fairly be called a common sense method. We can suggest only one slight improvement, and that is that writing in script should have received some attention. It is worthy of note that the painstaking effort to have the children realize in thought all the actual and potential distinctions between "I see a dog," and "I see a picture of a dog" found no place in this teacher's plans.

**COULDN'T SPEAK ENGLISH.**

There they were! Eight little fellows who came from homes where English was not much spoken, and scarcely a word of it could they speak. Each had a new primer. Only two had slates and pencils. There was the blackboard with a box of crayon, and a large slate broken in two pieces fitted up two more of them with slates. The teacher carried a box of

slate pencils to school the first day and she could supply these herself. Other slates were borrowed of the older pupils, and an outfit was thus made up.

A picture of a dog was shown them and pinned up on the blackboard. Then a picture of it was drawn by the teacher. It was not very large, nor very artistic, but it looked enough like a dog's head to answer the purpose.

The word dog was printed on the board and each letter named many times over by the pupils in concert and individually. It was carefully copied on these slates in the class, and the teacher paid attention to the neatness of the slates.

The children were a little bashful, but the sounds of the letters were carefully practiced in concert at first, this exercise being of particular benefit to bashful little people. The class-work lasted about ten minutes. They were then told to make a slate full of pictures and words. In telling all this, one of the older pupils, who could speak both English and the foreign language, told them in their own language what to do.

This lesson was left on the board, and when well learned a new word and picture were put on. Such words as *tree, house, boy, girl, man*, and the like were added. Common things easy to draw were chosen, which made the English word for the thing in the picture easier to remember. After the word was learned, they were taught to say the letters and to print them.

The pictures were small and made in a column up and down the board, the word being printed to the right of the picture. They took up little room and saved the teacher much work when review came, and they were there for slate work at the seats.

In a few days the idiom "*I see*" and "*a*" were taught. The whole sentence was printed on the right of the work, and the children were asked what they could see while the teacher pointed to the picture on the board. They would tell her "*a dog.*" Read "*I see a dog,*" and over and over

again the words were read. Then followed the same process for the other pictures and sentences to about three or four in number. The class was then taught to copy the new words. Soon came "*It is a,*" which was put into the sentence in every other line. All the time the children were carefully taught to make the sounds of the letters.

When all this was mastered, they already knew something of reading, and enough of English to go into the primer.

Previous to this the book was used for review and to make them acquainted with the letters, words, etc., in the first part of the book, and then when sent to the seat it was an easy matter to give them printing and such work to do from the reading book. Sometimes they would read a little from it and thus satisfy their parents, some of whom would "rather have their children learn from books."

#### The Louisiana Purchase Exposition.

BY E. L. BARTON, ST. LOUIS.

The magic city of palaces arising in beautiful Forest Park is hastening toward completion. The exhibit palaces show a completion ranging from 99½ to 30 per cent. and average 80 per cent. The seventeen state buildings that are begun show a completion of 50 per cent. The Fraternal, Concession and Foreign buildings are under way and pushing along with commendable speed. Six months remain before the opening and in that time this unrivalled undertaking will be ready to welcome the world to its doors.

This exposition will cover an area of 1,240 acres—two miles long and one mile wide—will contain thirty-five miles of asphalt and gravel roadways, and a double track intramural railway leading to all parts of the ground.

The main exhibit palaces have under floor space may be more fully realized when it is remembered that the Columbian roof 128 acres. The immensity of this Exposition at Chicago had under roof only

82 acres, Buffalo 15 acres, and Omaha 9 acres. A single building at St. Louis contains more floor space than there was in the entire Pan-American Exposition. The palace of Agriculture, now 92 per cent. finished, is the largest building ever erected for the exhibits of a single department, being 500 feet wide, 1,600 feet long, and covering 20 acres.

But the Louisiana Purchase Exposition is to be one of processes rather than of products. "The living, moving, operative exhibits will take more floor space, more room out of doors than the still exposition," one hundred acres being devoted to these processes.

The site of these grounds is unsurpassed for exposition purposes, being skirted on the south by a range of wooded hills reaching sixty feet in elevation above the broad plain stretching away to the north and west. The plateau of states, with its 44 buildings, grouped in splendid, picturesque disorder along wooded drives and avenues, occupies the first position on the highland; while further west, on the highest point, stands Festival Hall, 60 feet above the level of the palaces, with three cascades rushing in a mighty cataract down to the lagoon below. From Festival Hall spread out the fan-shaped vista of exhibit palaces, separated by lagoons, lined by heroic forms of historic statuary, making a scene which for beauty and grandeur has never been surpassed. The White City of Chicago was the realization of a splendid conception, but its glare of reflected light was most trying to the eyes of the visitors. St. Louis, guided by this experience, softens the effect by using the color of ivory for the buildings, while the roofs and towers rival the rainbow in the variety and harmony of their colors.

Approximately fifty millions of dollars will be spent on this exposition. These are the days of great things. Ours is a billion dollar country, and it is fitting that we show the fifty foreign nations who are

to exhibit their wares here something of our wealth, grandeur and artistic capabilities.

Forty-four states and territories will spend over six millions of dollars in buildings and exhibits, while the national government will spend seven millions more. Germany and France will each spend over a million dollars, while several other countries each reach the half million limit. We may say this to the educators of the country: Get ready for the Louisiana Purchase Exposition. The gates will open May 1st, 1904, on the greatest exposition the world has ever known. You may depend upon the show being ready on the opening day. The transportation companies will be ready to handle you and the hotels to furnish you accommodations at rates that are reasonable. But you must not expect to "do" this giant exposition in a day or two. Bring a change of linen and a roll of bills and the Exposition Company will do the rest.

#### A Bit of Literature for Young Readers.

(The teacher shows a bouquet of wild daisies, from which she gives each child a flower.)

Do you know how this flower's name was first written? (Writes upon the black-board "Daisy—Day's eye.")

What is the day's-eye? Why call the sun the eye of the day? What about the daisies you hold is like the sun? (The yellow disk and white rays.)

Is day's-eye a good name for this flower? Which do you think the prettier name, daisy or day's-eye? How do you suppose the name became so changed? I think a poet named the flower. Poets have always liked this flower, and have said much about it.

I am going to read to you very much the same things from each of these three papers. You will find that they are told in three different ways. You may tell me, when I have done reading, which way of



telling about the daisy you think prettiest. Here is the first way:

A small yellow and white flower grows in the fields. It is to be found on rainy and sunny days. You can pick its blossoms during every season, and wherever you go you will find the daisy growing. Year after year it brings forth its pretty flowers.

This is the second way:

I've seen a pretty little flower  
With yellow center and white rays;  
It blossoms, whether sun or shower,  
And opens on bright days.

In spring we find it here and there,  
In summer fields it buds and blooms;  
In autumn, too, 'tis found, with care;  
And 'mid cold winter's glooms.

The daisy fair will ope in shape,  
Along the road, upon the green;  
Though other flowers so soon do fade,  
Its buds will e'er be seen.

Here is the third way:

There is a flower, a little flower  
With silver crest and golden eye,  
That welcomes every changing hour,  
And weathers every sky.

It smiles upon the lap of May,  
To sultry August spreads its charm,  
Lights pale October on his way,  
And twines December's arm.

On waste and woodland, rock and plain,  
Its humble buds unheeded rise;  
The rose has but a summer reign;  
The daisy never dies!

How many like the first way of telling about this daisy best? Which two ways are somewhat alike? Which way has no measure, as music has? In which are there no rhymes? (The teacher uncovers the three forms written upon the black-board.) What shall we call the first? the second? the third?

Is it not prettier to talk about "silver crest and golden eye" than "yellow center and white rays?" A writer of verses tells things in common words, but with a bit of music and rhymes.

Now, what is number one? Which is the poetry? Which the verses?

Who writes poems? Name a poet. If you will tell me where to write his name, so that whoever comes in will know who made the poem, I will write the poet's

name. (The teacher writes "The Daisy," above the poem and "*James Montgomery*" below it.)

Name a flower larger than the daisy. One smaller. Why is the sunflower so called? How is it like the daisy? How is it different from the daisy? What might a poet call the color of its "crest" and "eye?" (Golden and velvet.) What is the daisy's "silver crest?" What else have the poets called silver? (Moonlight and water.)

What does "welcome" mean? Did anyone ever bid you "well come"? What will the daisy welcome. How?

What, that a daisy would mind, would happen in an hour? Name all the kinds of sky which you have seen and of which you have heard.

Who talk about "weathering?" What does the sailor mean by "weathering a gale?" How does the daisy "smile?" What is the "lap" on which the daisy is seated? (The teacher shows the children both bud and blossom of daisy.) What is done to the blossom that has not been done in the bud? How does the poet say this?

If the months were to become people for fun, which would carry an umbrella? Which would wear a wreath of flowers? Which would be old and gray? Which would carry a sickle? Which a powder-horn?

Is the sunshine as bright in October as in June? How does the poet tell us this? On which; "waste," "woodland," "rock," or "plain" will the daisy grow best? Why? Why are the daisy's buds more "humble" than its blossoms? What flower is called the queen of the flowers? How long does the poet say the rose is queen? Does the "daisy never die"? What does the poet mean then?

Write all the things you have learned about the daisy. (The teacher may act as scribe for the class, and work at their dictation, if thought best.)—Austin I. Camp in *The American Teacher*.

## Exams.

WILLIAM HAWLEY SMITH, IN "WALKS AND TALKS."

It is one of the most difficult things in the world to size a man up and determine how much there really is in him, by any ordinary tests of measurements that one can arbitrarily bring to bear upon him.

This is especially true if the measurer insists on using his own particular yardstick (which, ten chances to one, is only his own particular "rule of thumb") upon every victim that he would fain take the dimensions of.

I came across a book the other day which is only "one more of the same sort" that needs to be "called down," if I may use a stage term in these classic pages.

The book is called a "Volume" (why not a volley?) "of Test Questions," and its special mission is set forth in its preface, which declares that it is "designed to fill a long felt want (what a blessing to preface writers a long felt want is) among teachers who are preparing to pass an examination for a state certificate."

Now here is richness, as Squeers would say. I open the "volume" to find it filled, page after page, with ten thousand (the author assures me on the title page that there are ten thousand, and I take his word for it without stopping to count) disjointed conundrums, with answers attached. The great bulk of the "questions" will perhaps average a short line apiece; and many of the "answers" are equally brief; and together they cover about all that has happened since the pre-historic man sat chattering in his cave, gnawing the bones of his slain adversary.

Others of the answers are longer, to be sure, and many of this class are as unsatisfactory as they are extended. This is not the fault of the answers, however, but of the questions that give rise to them. These are so wide-extended that, in many cases, whole volumes have already been written in answer to them without so much as straightening out a single crook of the

interrogation marks that forever stand just where these "posers" leave off!

And yet this volume disposes of such questions in a paragraph, and with as much positiveness as though it were giving the date of the last expiring breath of some never-before-heard-of sutler, who perished miserably while foraging with a company of filibusters in a little 7 by 9 island of the Polynesian group—for it must be understood that this "volume" is especially strong in its expiring-breath department!

Here, then, are a few of the questions that are answered so glibly in the pages before me, but which would be as much unanswered as ever, for me, should I go into a schoolroom to teach to-morrow morning!

"How is the æsthetical culture *best* secured? what its value?"

"To what was Arnold's success as a teacher due?" Aye, truly, to what?

"How develop grace, strength and beauty in pupils?" If we only could!

"How can contrary pupils be managed?" Yea, verily, how can they? There are teachers who can *do* it but I never saw one who could *tell* me, or anybody else, *how* he did it, so that I or anybody else could do it as he did.

But this book tells!

I wonder if, in a state examination, the candidate should write this answer out, just as it is on the page before me, he would be marked 10 on that point!

"How secure good, and avoid the evil, of praise and blame?" I quote verbatim. Surely the only answer that *could* be given to this question is the one printed in the book; but I am pained to say that even this is less clear than the question that precedes it!

"What is the use of questions and answers?" Hear! Hear!

"How can the curiosity of children be satisfied?" Honest! that question is in this book, and there is a printed answer

attached! Need anything more be said?  
Can anything more be said?

And then I find such quantities of unusual and out-of-the-way questions strewn all through the pages, as:

"What is Swedenborgianism?"

"What principles are taught in 'Levana'?"

"What did Milton say about boys?"

Thus far I have failed to find in the interrogatories "Who struck Pat Murphy?" and "Where did McGinty go down into the sea?" but I shall write the author and ask him to embody these important questions in the next edition.

Now, does it seem possible that such questions as these should be set down as the stuff wherewith to gorge one's self preparatory to an examination for anything, to say nothing of an examination regarding one's ability to teach school?

And yet, here is the book before me, and the reader is assured that if he will *memorize these questions and answers*—I suppose the whole 10,000—he will then be "prepared" to go before the Board of Examiners and successfully compete for that much coveted bit of paper, a State Certificate!

Shades of Mnemosyne, where is Loissette?

Still this book is not much worse than others of its kind, or than a good many people who have to examine candidates for certificates, and for college and what not. It is so easy, and such a temptation to ask, unusual or unanswerable, questions! I wonder if there isn't some special faculty of meanness in us all that makes us like to "knock out" almost anybody whom we get where we can question him at will?

Speaking of this, a friend of mine, who had recently passed an examination, said, in view of the unusual and irrelevant questions that were asked him, "I should like to turn the tables on my examiner and ask him questions for awhile!"

"And what would you have asked him?" I said.

"Oh, I'd have given him some easy ones—questions that quantities of boys ten years old can answer, but which would have been posers to him."

"For instance?" I said.

"Well," he replied, "How would these do for starters?"

"What is backlash, and how would you take it up?"

"How would you upset a key?"

"Define template and contemplate, and show the difference between them!"

"What is the meaning of f. o. b.; 30, 3 off 10?"

Somehow I secretly wished that he could have taken a turn-about with his interrogator, and if he could have kept it up, as above, I should like to lay two to one in his favor.

And yet I find, upon looking up the answers to these questions, that they are not so very unusual after all. The third one is slightly tricky, but I've seen scores that were more so, on "really truly" examination lists.

And this brings me back to my starting point, namely, that it is a very difficult thing to size a man up, and fairly determine what there is in him, by any arbitrary methods that can be brought to bear upon him. The only way I know of, that amounts to anything, is to see him *actually at work* in the field or calling he claims to be fitted to labor in.

And here is where it seems to me, "the children of this world are wiser than the children of light," counting teachers as "the parties of the second part" in the above combination.

For, if one goes to a bank, or a mill, or a store, and asks for a position, there isn't a banker, or a master mechanic, or a merchant, who would ever think of giving the applicant a written examination on odds and ends "from Adam down," to test his efficiency.

Examined, the person would surely be, but the questions would be few and pointed. "What experience have you had in a position similar to the one you seek?" would cover nearly all the ground outside the question of character.

And is not this good common sense, and would it not work as well in determining the fitness of teachers as of bookkeepers, mechanics and clerks? Let any expert teacher talk with a candidate for fifteen minutes, and he can tell his fitness to teach far better than as though he should ask, and the fellow should answer all the 10,000 questions in the book before me.

Indeed, there are men who might be able to answer all these ten thousand country school successfully.

All of which means that *the ability to questions, and yet who could not teach a answer questions is but a very slight indication of one's ability to teach school.*

And as for state examinations, and the issuing of state certificates why should not this be put into the hands of a state board of examiners, whose business it should be to visit, personally, the applicant, and see him with his every-day clothes on, at work in his own schoolroom? This would be a test direct, pointed, vital. It would mean a thousand fold more than any document can possibly mean under present methods, for it would have a personality behind it that would be of untold power.

Why! I would a hundred times rather "try for a state certificate" by having a committee sit in personal judgment on my work as a teacher, than by filling myself up with any "ten thousand test questions" that ever were made, and seeing how many of them I could carry to the examination table without spilling; and there, in solemn silence, unload a few of them upon foolscap (good name that) as a voucher for my ability as a teacher! silence, unload a few of them upon foolscap (good name that) as a voucher for my ability as a teacher!

And heaven knows I should stand a better show for getting what I sought by the first method than by the last. For, with due modesty let me say that I consider it not impossible that I might acquire the art of teaching school so as to win the approval of those who were capable of judging what creditable teaching is; but to answer, on foolscap the questions that are now given to a candidate for a state certificate—I couldn't do it to save my life. And what is more, I couldn't learn to do it. It isn't in me.

And yet the fault is not in my ability *to teach*. It has nothing whatever to do with that. The trouble lies in another quarter, namely, in my *memory*. I haven't the *memory for detail* that one must have who successfully passes the examinations for the highest honors among teachers.

And what is true in my case is just as true of many men and women who have been successfully teaching for years. We all know these people. They are among the best teachers to be found anywhere, and there is not the shadow of a doubt as to their ability to fill, with credit to themselves and benefit to their patrons, any position in our public schools. And yet these teachers cannot hold a state certificate to this effect, because, forsooth, they have not the ability to cram their memories with dry details and disgorge them on call.

And right here lies the chief offense of all, namely, that our present method of examination for this high honor is on a wrong basis, in that it is, *almost entirely, a memory test, while the possession of mnemonic ability is no proof whatever of one's real merit as a school teacher.*

Surely these things ought not longer so to be in a nation that stands so well toward the front of the educational line as does the United States.

I have not space to go into the details of the working of such a method as I have hinted at, nor is there need that I do so;

for I know the educational fraternity of this country well enough to know that they can work such a plan out to a successful issue, if once they undertake to do it; and in justice to themselves they ought to labor to make the test of the highest ability in their ranks of a kind that would really measure such ability, and not let it remain what it is now—a mere trial of the strength of a faculty that has next to nothing to do with real worth in the schoolroom.

### Are We Neglecting Drill in Location?

It was not many years ago that geography was considered as primarily a subject in which all the important questions could be introduced with *Where?* During the last decade teachers have been using *How* and *Why* much more than *Where*, until it has come to be an open question whether location of places is not neglected in school geography work. Geography is not wholly a subject dealing with location or with causation. In our endeavor to give training in thinking and in seeing relations we ought not to forget that causes or effects not clearly located might as well be hypothetical, and that geography, if it is to be immediately helpful to the pupils, must give a basis for a correct understanding of current events. The parent who finds his fifth grade children absolutely ignorant of the location of the places in the United States noted in the evening paper, may well criticise unfavorably the "new fangled methods of teaching." School geography should not only be used for the future, but also in the present, and our courses of study and methods of teaching should be arranged from the standpoint of practicability as well as idealism.

In a recent examination for a large city high school the candidates were given an outline map of the United States and told to write in the names of the several states—apparently as simple an exercise in location as could be devised. Of the twelve candidates four passed in correct maps. In the other cases the errors varied from four to thirty-four in number and the average of the eight was eighteen. This would seem to show that the several schools in which the candidates were trained were neglecting location drill. This striking

instance may not be a good example, but it shows what may be the result of one-sided methods and should serve as a warning, especially to those teachers and superintendents who follow the "new" and neglect the "old."—*Journal of School Geography.*

The foregoing touches the weak spot in much of the present day teaching of geography. That this would be the outcome was clearly seen and was pointed out some years ago by the editor of this journal. When the geography lessons, so-called, degenerated into a series of entertaining stories it was inevitable that in the pupil's mind there should be merely a nebulous mass of impressions and jumbled pictures as indefinite as the impressions left by the reading of the *Arabian Nights* or *Alice in Wonderland*.

To counteract this tendency was the writer's purpose in preparing his *Tracing and Sketching Lessons\** in which is set forth a minimum list of map facts which should be mastered, together with a very definite and specific method of doing the work. The growing popularity of the little book and the method is evidence of a reaction from the lax methods—or want of method—which neglected location drill. The following paragraphs are from the notes to teachers in the book referred to:

"The study of geography should give mental pictures of the earth as the home of man—concepts of realities, not of their mere symbols. Europe is not a mass of dots and lines." Yes, yes, Mr. Enthusiast, we catch your idea and have no objection to it if only you will put a bridle on it so it won't run away with you. Remember your "mental pictures" must not be in the clouds; they must have something more of terrestrial locus and anchorage than fairy stories or they will serve no higher purpose. Which shall the child learn first, how the Laplanders live or where they live? What the Maelstrom is or where it is? It is the old problem of boring the tunnel through the sand-hill;

\*"Tracing and Sketching Lessons in Geography," by S. Y. Gillan, published by S. Y. Gillan & Co., Milwaukee.



shall we make the hole or build the encasement first?

\* \* \* \*

Now that the foundation is laid, the mental pictures will have a local habitation. By means of vivid description of scenes in the most interesting regions the constructive imagination may be trained to "see" the glaciers; the jagged coast; the storm-tossed waves on the shore; the pine forests; the muddy mouths of the Vistula and Oder; the rugged Carpathians; the King's castle in Stockholm where he resides nine months, and in Christiania where he must stay three months each year; the process of dressing, curing, packing and shipping fish at Bergen, etc. But the temptation here is to over-do the illumination of this kind and leave a confused jumble in the pupil's mind. Definite map work, thoroughly learned and frequently reviewed furnishes a solid anchorage for the "pictures."

\* \* \* \*

[After the tracing and sketching lessons on northern Europe, the following exhortation is given to the teacher:]

Can your pupils make from memory a good sketch of the Rhine basin or of the Scandinavian Peninsula, or the Baltic Sea, or the western rivers of France, locating all the places thus far learned? Can they recite these places in the order in which they would be reached in making a journey by water around the coast and sailing up the rivers? Can they make such a journey in either direction? Can they state the leading facts about the cities, rivers, countries, climate and productions of the regions studied? Can you? If not, the best thing to do is to "begin at the beginning," put aside all dawdling, half-hearted work and "get down to business." But if they (and you) can do what is noted above, then take courage and persevere. You have mastered nearly half the map work of Europe. Similar work on North America, with some very general work on the other grand divisions will give them an equipment in this branch that will be a life possession of much greater value than any series of stories however entertaining about peculiar people and their customs in out-of-the-way regions of the earth.

Have the map thoroughly learned as fully as it appears in this sketch, so that the pupils can name all the places. The map work is not well done until the class can make a map from memory as full as this sketch. While this drill is going on, the map itself is the thing of most importance. Make it the prime object of thought. Never mind the "conception of the realities of which the dead map forms are only symbols." The business in hand now has to do with dots and lines, eye training, manual skill, the study of form, the noting of directions and relative distances, and the memorizing of names, mere names, empty names. But after the few days of drill necessary for this, the breath of life will be put into the dead forms. This drill need not be drudgery; most pupils can be lead to enjoy it. But if it should prove to be drudgery, then so be it; there is no royal road.

While working on the map the thing to do is to master the map forms. The supposed danger that the pupils will thus come to regard the map as an end in itself and not as a symbol is a harmless bugbear that does not disturb any sensible teacher. Intelligent people in thinking of places they have not seen, call to mind first the map form. The arbitrary map form they are able at will to translate into a notion more or less closely resembling the reality according to the amount of information possessed about the places and the degree of skill acquired in forming mental pictures from description. But for many purposes this translation is not necessary. To illustrate: When one is thinking of a proposed journey by rail, say from St. Paul to Cleveland, he may call to mind a black line running diagonally across the page to a round or square dot (Chicago) beside an oval, shaded portion of the page (Lake Michigan) thence with a curve around the lower end of the oval and away to the right to another dot beside a shaded portion shaped somewhat like a whale (Lake Erie). Now since distance and direction are all he cares to consider at present, Chicago may very properly remain in his mind a mere dot on a page, and it is by no means necessary that he should think of real water or real ice in Lake Erie.

### On the Use of Abbreviations.

A singular feature of our graded school language work is the teaching to use *abbreviations*. In this matter, both expressly and by implication are inculcated illiterate habits and bad form. For example, the child is asked to rewrite the following sentences, using *abbreviations*:

August first will be my birthday.  
February twenty-second is a legal holiday.  
February twelfth is the birthday of Lincoln.  
September third will be Labor Day.  
My Post Office address is Boston.  
He comes from Brooke County.  
The house is on the northwest corner.  
United States history is very interesting.

The youthful disciple writes out the abbreviated forms, and receives ten for having taken a step toward the slipshod and the vulgar. His teacher has accepted the text-book as authority and it does not occur to her to consult anything more literary. The blind is leading the blind, and how shall the child come to see? Yet abbreviations should not be tolerated in manuscript; since in printed publications of every sort they are condemned as bad form. Hence the eye of the child should be trained only upon the full forms.

One will search in vain among our best magazines to find a single example of the use of *Pres., Gov., Gen., Col., Capt., Lieut., Supt., Prof., Rev., Rt. Rev.*, unless followed by the given name and by the initials, as well as by the surname. Neither will one find the months of the year or the days of the week abbreviated except in letter headings and in formal dates including the year. Even in these cases writers who care about the best form spell titles, days and months in full. Such use is more pleasing to the eye, and certainly children should have no training which leads in the wrong direction.

The only titles always abbreviated are *Mr., Mrs. and Messrs. Dr.* for *Doctor* and *Rev.* for *Reverend* have been commonly used; but the full forms are pronounced better taste in every instance, and the abbreviation is never permissible when followed only by the surname.

The best rule for children is to use no abbreviations unless in letter headings, addresses, titles given in full with Christian names or initials, dates including the year, states when preceded by name of town or county, and mathematical papers, as bills, receipts, and the like. The tendency at present is away from rather than toward the use of abbreviations, even in business.

We must remember that the usage of newspapers is absolutely *nil* on a question of this sort. While "newspaper English" is by no means so bad as some purists assert, still it is not so good that one may name it as authority. On the whole, the usage of the really great newspapers is becoming more correct. But teachers should unite in striving to reform newspaper usage in this important matter.

The unwillingness to print or write in full "General Grant" rather than "Gen. Grant" seems due not so much to intentional discourtesy as to our habitual desire to hurry everything possible. But we must consider the matter as one involving artistic form, as well as courtesy in address; and we must follow the only possible authority, that of the best usage.

The older fashion of contracting is far less displeasing to the eye than is that of modern abbreviation. The forms *Gen'l Moore, Pres't Brown, Sup't Smith, D'r Jones, Lieut't Lee*, and the like, suggest to the mind's eye a picture of the full word. If we must clip, it would be more desirable to contract than to abbreviate, for the older form *Rich'd* is by implication pronounced *Richard*, but not so *Rich*. However, no modern authority suggests the contracted form as now desirable.

"Are you going to the Minn Fed?" a gentleman inquired. Here was the logical slang outcome of the habit in vogue with our local newspapers of thus abbreviating these words. The poison entered my soul, and I have often since spoken of the "Minn Fed."

The climax of absurdity was reached some time ago in a newspaper headline

which read, "The Gen. Purpose Cow." This was too much for the literary head of the English department in our university. He could not interpret. Having bovine sympathies myself, I explained that a "General Purpose" cow was one considered equally good for the "general" purpose of milking or of fattening for beef. A day or two later I read "New Line of St. Cars on Wash. Ave. Projected." After saying to myself "Saint Sars?" once or twice, I comprehended.

If headlines such as these are proper, there is no reason why one might not, with perfect respect, address the following letter to each of several prominent western dailies. The abbreviations here employed are all culled from headlines in recent issues of the daily press.

Editor Rising Sun.

My Dear Sir: I recently attended the annual meeting of the Minn. Fed. Among the many ladies of prominence I noticed the wives of a Pres., a Gov., a Sen., a Sec., a Con., a Rep., a Rev., an Atty. Gen., a Gen., a Maj., an Aud., a Gen. Mgr., several Profs. and a Supt., and several doz. more of less note.

I met several friends from Wis. and N. D. and S. D., who were almost late because of a blockade of st. cars. They had come from the N. W. by the N. P. Ry. and were to return by the G. N. I came by the Wis. Cent.

One of my friends was a Dem. and one a Rep., and in the aft. they had a lively political discussion. They were interested in the prospects for R. R. development in the N. W. We discussed the M. I. Y. C. program, the M. E. pastors' council, the B. of C. & C. reports, the N. A. telegraph, the T. C. building projects, the blow to S. A., the A. C. A. meeting, the suffrage assns., early Minn. journalism, Lieut. Tew's lecture, the K. C. stockyards, the demand for ins., the course of Adm. Schley, the P. O. scandals, Minn. (Minneapolis) factories, the man who made bad coin in Pen., and Am. institutions and U. S. affairs in general. I assured them that Minn. has big plans for the Jul. meeting of the N. E. A. They agreed that M'P'L'S is O. K. and No. 1.

Our most interesting discussion was on the question of large vs small caps in headlines of newspapers. A few of us believed that the use of abbreviations in headlines is a real menace to modern literacy, a stumbling-block to our teachers and their pupils, and a direct encouragement to the slang habit. One lady said that her little daughter of twelve already writes in her diary about her "comps," and that she nearly equals the daily papers in her individual methods of abbreviation. Another said that one Sabbath she had noticed the evil creeping into the little calendar devoted to church service, where the "Presb. church Miss'y Ass'n" was announced.

One presumptuous woman asserted that abbreviations had no place at all in literate English, outside of almanacs, dictionaries, directories, market reports, scientific papers, business papers, and so forth. A chorus of protests arose from women who claim to be too busy to write letter headings and addresses in full; and an editor's wife from So. Dak. told her she was plainly a back number, since the U. S. no longer uses English but the "American language." I feebly protested that this was one of Mark Twain's Jokes (with a capital J), and that Mark himself writes impeccable English.

The Gen. purpose of this letter is to exercise my hand in writing English according to the style now set forth so prominently in your own headlines as presumably a model of perspicuous and elegant English.

Rspt. yrs.

Soph. Cath. Wms.

I quote one authority only, the best possible—Mr. Theodore L. De Vinne, printer of The Century Company's publications, upon whom was recently conferred the honorary degree of Master of Arts by both Columbia University and Yale.

When books in Roman type were printed in the sixteenth century for the unschooled reader, the abbreviations were used sparingly, but they were not entirely under ban in descriptive writing even in the eighteenth century. . . . Although tolerated in some printed books after the year 1800, they are now regarded as evidences of laziness or illiteracy. The rule is inflexible that words must be full in all places where space permits. . . . In almanacs, arithmetics, dictionaries, gazetteers, and technical books of like nature, abbreviations are not a fault but a positive merit where they save needed space. In treatises on botany, chemistry, or algebra and the higher mathematics, signs, symbols, and abbreviations are most helpful to the student. To print words in full would be a hindrance, especially so, when it would prevent the neat arrangement of figures in columns and tables that make the subject-matter clear at a glance.

For the ordinary descriptive text the rule to avoid abbreviations is now generally obeyed. No form of carelessness in writing, not even the misuse of capitals and italics, so plainly indicates the undisciplined writer as the abuse of abbreviations. Cobbett has stigmatized them as plain indications of slovenliness and vulgarity.

Abbreviations were invented to save the time and labor of the early copyists. This excuse can no longer be urged. Since the aim in the schoolroom is to teach children to make correct copy, such as might be used by the printer, this whole matter should at once be put into its true light and given due attention.

Are we to encourage the slovenly and the indolent? Is not this tendency parallel to that of untidiness in dress and indifference in housekeeping? Shall we sacrifice the artistic in the printed page just when we are beginning to demand the artistic in everything else?—J. S. Rankin in *Popular Educator*.

### Twenty-five Minutes.

ORVILLE T. BRIGHT.

On a November day I drew rein at a little schoolhouse about 15x18 feet on the ground and whose ceiling I could easily reach with my hand. The yard contained a scant quarter acre and the schoolhouse, coal shed and single outbuilding were huddled almost against the front fence. The yard had never known a tree or shrub, but there was no litter on the premises. The teacher was one of Col. Parker's graduates and was teaching her second term of six months. I sat down in the room at ten minutes before nine and noted that every part of the room was scrupulously clean and in order, even the windows. As nine o'clock approached I noted that the ten children, one after another, quietly took their seats without signal. Exactly as the minute hand of the clock crossed the sixtieth second of the ninth hour I heard in clear, pleasant voices, "The Lord is my shepherd, I shall not want," to the end of the beautiful psalm. Then the teacher, getting the proper pitch from a pipe, sang the first line of

"I am only a little sparrow,  
A bird of low degree,  
My life is of little value  
But the dear Lord cares for me."

Taking correct pitch the children sang the entire song with no lagging in time, but softly and sweetly. Then I heard, "Now, James, you may begin," and each child recited in clear voice an appropriate stanza or other sentiment. There was no hesitation and no failure. Then followed a song, "Come, little leaves, said the wind one day," led as before and just as well sung.

"Now, your books," sounded pleasantly from the teacher. Three little chaps stepped to the blackboard for their reading lesson and the others were at work by the time they reached their places. I glanced at the clock and it was five minutes past nine to a second. An excellent lesson was conducted with the beginners, a second reader class read two or three pages and a third reader class as much more. The teacher was a factor in each lesson and the reading was adapted to the children. Each did his best and did exceedingly well. Again I glanced at the clock and it was 9:25, and I rose to go, saying to the teacher, "This is beautiful and I thank you for what I have seen. I must find somebody who needs me."

Does anybody say the teacher could not have done so many things in the time? But she did. The question is not open to argument. There was no hurry and every exercise was a model of its kind. She knew the value of the first minute of the school day and she knew the value of being ready. She preferred the life giving of preparation to the drudgery of correction, and the children naturally fell into line. The rest of my day was not so pleasant, but the sunshine of the first twenty-five minutes illumined it all.—*School News*.

### Estimating Distances.

It is important that children should have much drill in estimating distances; it has its value not only in the study of geography, but in all the affairs of life as well. Let them be supplied with measures, foot-rules, etc., and encourage their constant use. It is not necessary to spend much, if any, money for the purpose; many merchants will freely give, for advertising purposes, excellent foot-rules, yard-sticks, etc. Or the ingenious teacher can easily make them from good cardboard.

Let the pupils estimate the length of their slates, the width of their desks, the



size of the schoolroom, the length and width of the yard, and a multitude of other objects, taking care in every case to verify their estimates by careful measurements. I think it would be easy to arouse an interest in such work that would almost amount to a passion. To get ideas of longer distances, a neighboring field, city block or familiar piece of road may be used. To pupils thus trained, it will mean something when they are told that a monument or tower is so many feet high, or that a river, road or street is so many feet wide. If they read that Denver is 5,000 feet above sea level, let them think of the piece of road a mile long set up on end to represent this height. To most students of geography, probably such statement of distances means nothing beyond the figures in which they are expressed. The height of Mt. Washington given as 60,000 feet instead of 6,000 would mean only a difference of one zero.—E. C. Hewett.

#### Shortage in Teachers for the Philippines.

E. O. VAILE, IN INTELLIGENCE.

It is rather disturbing to one's patriotism to know that the government is having difficulty in getting 150 more teachers for the Philippines, and yet one cannot help but feel a little gratification in the fact. If it were otherwise it would indicate an amount of ignorance on Philippine matters among teachers which would not be to their credit.

As indicated in our last, the teachers who are still in the Philippine schools, or who have left them, express themselves as dissatisfied with the situation generally. Aside from having nothing left from their salaries, in spite of the flattering representations of the government, after paying the expense of comfortable and hygienic living, the complaints are not very definite. Men of little or no experience as teachers have been put in some of the supervisory positions, and in many ways

the influence which they have exerted and the help which they have given have naturally been less than earnest teachers would expect.

From the start school matters in the Philippines were not managed in a way to inspire confidence and esprit among the teachers, and, what is worse, the management does not appear to have improved as time has passed. It seems to us, although we may be mistaken, that the Bureau of Insular Affairs, or the Philippine Commission, whichever is responsible, has made about as big a botch of our educational experiment in these islands as could well be. Is it not high time that our insular schools should be put where they ought to have been from the first, in charge of the U. S. Department of Education with an adequate corps of special assistants who can be held responsible for securing reasonable educational results? If any teachers now enlist for service in the Philippine schools they know what to expect and can blame no one but themselves for their disappointment.

[The foregoing is the more significant when it is known that Mr. Vaile has a son in the Philippines; he was one of the 600 victims who got caught in the tarp on the first call nearly three years ago. Uncle Sam's call for teachers to volunteer to participate in this "big botch" is a good thing to let alone. The representations in the government circulars are seductive but they are mere "springes to catch woodcocks."—EDITOR.]

#### College, or High School English?

GEO. H. BETTS, MT. VERNON, IOWA.

The article entitled "College English," by Freeman H. Bloodgood in the June number of this journal (page 357), would make interesting and amusing reading did it not present so serious a problem. It is the ever-present problem of the use of the mother-tongue, and where its use shall be taught. True, the writer slightly misquoted the doctor's words in his witty comments, but let that pass; nothing can be said in defense of the English used in the college senior's letter, nor of the train-



ing in English which left him so lamentably deficient.

No doubt the "Leading College" deprecates the senior's weakness quite as much as does the superintendent who publishes it, and is entirely willing to accept its rightful share of the responsibility and blame. But while this is true, the fact cannot be overlooked that here were others, too, who had to do with teaching this young man English. The "Leading College" cannot forget that in this particular case the application was written by the senior for a position in the home school, of which he is a graduate and whose superintendent is so concerned about his English.

Born in the city where the home school is situated, the senior entered the primary room at an early age, studied his Language Lessons, wrote his Stories, puzzled over his Grammar, committed his Punctuation Marks, "went through" his Rhetoric, labored over his Themes, mastered his Letter-writing, took part in Rhetoricals, and finally composed and delivered his Graduating Oration. Through twelve long years he did these things in the school where he now desires to teach, and whose superintendent so basely refuses to father him. Through twelve long years he studied English in the home school, and this during the formative, "language-period" of his life, and yet the errors he made in the letter *are all due either to a lack of knowledge or to carelessness in the lines of English which he pursued in this school.* In a paper before the Iowa State Teachers' Association of 1898, Superintendent Bloodgood, discussing the question, What should we expect in English of pupils who have finished the common school course of study? comes to the following conclusions: "The pupil who has finished the common schools should be able to carry on the common forms of correspondence; to write a good, legible hand; to spell well; to know how to use the dictionary, and possess an acquired habit of

using it; \* \* \* \* to converse intelligently, using good language \* \* \*." But this senior had four years of study in the high school after he finished the common school.

Four years ago the senior brought a diploma from the home school, and this school being an "accredited high school," the "Leading College" admitted him as freshman, evidently making the mistake of thinking that he should know enough of the elementary branches to enable him to devote a little time to learning some things which were not taught for twelve years in the home school.

But *did* the "Leading College" make a mistake in assuming that a graduate of one of our largest and best public schools *should* have a knowledge of elementary English? Must the college run a course in English exactly parallel with that of the public school in order to do what the public school sets up to do, but which it seems to have failed to do in this case at least? Would it not be better for the public school to do these things, and leave the college free to expend its energies along lines of study which the public school cannot offer? In short, would not the cause of education be better served and the public school as well as the college be strengthened by each standing up squarely to its responsibilities in its own field of work, and seeking to aid instead of embarrass the other?

But after all the above has been said, is it not entirely possible that injustice is done by calling the senior's letter either "college English" or "high school English"? Has Superintendent Bloodgood taught school so long a time without discerning that there are some pupils who are impervious to the *very best* of teaching along some one line? Is it fair to condemn either college or high school on the evidence of a single case, and particularly when this case is overbalanced by scores of graduates both of the high school and the college who use the mother-tongue with

ready facility? In spite of the unfortunate letter, and its more unfortunate advertising, there seems to be no good reason why the "Leading College" should not still continue to face the world, and the home school still sustain its enviable reputation for efficient teaching and high standards of scholarship.

### Simple Interest.

BY S. Y. G.

Teach one method and when it is clearly taught give many examples to fix the process thoroughly. Five fairly easy problems performed in a given time will do more for training than one difficult problem whose solution occupies the same time.

Perhaps as good a method as any is that which starts with the interest for one year as a basis and refers the months and days to this directly or indirectly as fractional parts. Illustration:

\$462 for 2 years 8 months, 25 days at 7 per cent.

	\$4.62
	7
	32.34
	2
	64.68
$6=\frac{1}{2}$	16.17
$2=\frac{1}{3}$	5.39
$20=\frac{1}{3}$	1.797
$5=\frac{1}{4}$	.449
	\$88.49

Having written the work the pupil may explain thus: One per cent. of \$462 is \$4.62; seven per cent. is seven times this amount or \$32.34, which is the interest for one year; and twice as much, or \$64.48, is the interest for two years, etc.

Points to be noted: See that figures and lines are neatly made. Instead of writing "ans." after the answer have two

lines drawn under it; this is the book-keeper's way of marking finished work. Do not allow pupils to report answers in mills; such a practice "is not business." A little practice will enable them to separate months and days into the most convenient parts. Show that in the separation it is best to use only fractions which have one for a numerator; also that it is just as easy to divide by 20, 30, 40 or 60 as by 2, 3, 4 or 6. Some of the relations which are least likely to be discovered by the pupil may be pointed out, as:

9 days = one-tenth of three months.  
 12 days = one-tenth of 4 months or one-fifth of 2 months.  
 18 days = one-tenth of 6 months or one-fifth of 3 months.  
 24 days = one-tenth of 8 months or one-fifth of 4 months.

For the purpose of acquiring skill in separating months and days into convenient parts which shall involve the fewest operations, pupils should be given drill exercises like the following:

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
2m.	10m.	5m.	8m.	11m.	3m.	7m.	4m.
7d.	17d.	19d.	29d.	3d.	21d.	13d.	23d.

The teacher writes the above on the board and the pupil's written response will be:

(a)	(b)	(c)	(d)	(e)	(f)
2 1-6	6 1-2	4 1-3	6 1-2	6 1-2	3 1-4
6 1-10	4 1-3	1 1-4	2 1-3	4 1-3	18 1-4
1 1-6	15 1-8	15 1-2	20 1-3	1 1-4	3 1-4
	2 1-60	4 1-30	9 1-20	3 1-10	

The pupil reads thus: (a) Two months are one-sixth of a year; six days are one-tenth of two months; one day one-sixth of six days. (b) Six months are half a year; four months are one-third of a year; fifteen days are one-eighth of four months; two days are one-sixtieth of four months, etc.

"There are some things worse than illiteracy." Yes, the perpetuation of conditions which make illiteracy is one of the things that is worse. The illiteracy of the future will be inexcusable.—Southern Education.

## Lessons in Reading. III.

BY S. Y. G.

The following poem with the introductory paragraph is a fine selection for critical reading or thought analysis, and is suitable for a seventh or eighth grade class. The meaning of all the unusual words, such as Druids, Stonehenge, monoliths, flail, beacon, lee, etc., must of course be learned. Be sure that the pupils are able to see clearly and explain the cause of the changes in the appearance of the vessels as told in the second paragraph:

## SUN AND SHADOW.

Where have I been for the last three or four days? Down at the island deer shooting. How many did I bag? I brought home one buck shot. The island is where? No matter; it is the most splendid domain that any man looks upon in these latitudes. Blue sea around it and running up into its heart, so that the little boat slumbers like a baby in lap. Trees, in stretches of miles; many of them hung with moss, looking like bearded Druids. Open patches where the sun gets in and goes to sleep, and the winds come so finely sifted that they are as soft as swan's down. Rocks scattered about—Stonehenge-like monoliths.

How can a man help writing poetry in such a place? Everybody writes poetry that goes there. Of course I had to write my little copy of verses with the rest; here it is, if you will hear me read it. When the sun is in the west, vessels sailing in an easterly direction look bright or dark to one who observes them from the north or south, according to the tack they are sailing upon. Watching them from one of the windows of the great mansion, I saw these perpetual changes, and moralized thus:

As I look from the isle, o'er its billows of green,

To the billows of foam-crested blue,  
Yon bark, that afar in the distance is seen,  
Half dreaming, my eyes will pursue;  
Now dark in the shadow, she scatters the spray  
As the chaff in the stroke of the flail;  
Now white as the sea-gull, she flies on her way,  
The sun gleaming bright on her sail.

Yet her pilot is thinking of dangers to shun—  
Of breakers that whiten and roar;

How little he cares, if in shadow or sun,

They see him that gaze from the shore!  
He looks to the beacon that looms from the reef,

To the rock that is under his lee,  
As he drifts on the blast, like a wind-wafted leaf,  
O'er the gulfs of the desolate sea.

Thus drifting afar to the dim-vaulted caves  
Where life and its ventures are laid,  
The dreamers who gaze while we battle the waves

May see us in sunshine or shade;  
Yet true to our course, though the shadows grow dark,

We'll trim our broad sail as before,  
And stand by the rudder that governs the bark,  
Nor ask how we look from the shore!

—O. W. Holmes.

Are the questions in the first paragraph asked for information? Why was the hunter at first reluctant to answer questions? What was it he brought home? What part of speech is the word "buck"? Study the question in the second paragraph and note how it differs from those preceding. The first stanza is a statement of facts with a few poetic touches, as the "billows of green" (what are they?) and the similes in the fifth and sixth lines.

Note the comparison in the second stanza between the pilot intent on serious business and the dreaming idlers who "gaze from the shore." The gem of which the rest of the poem is only the setting is the third stanza. When used as a memory gem standing alone, the first word may be changed to "while". What are meant by "the dim-vaulted caves," and what does the word "laid" mean? These questions will develop a variety of answers, as will also the question What is meant by "the rudder that governs the bark?" In an institute class some years ago, seven good interpretations were given for the "rudder." A member of the class wrote to Mr. Holmes to ask what he had in mind. The writer has his answer. Would you like to know what it is?

"Basket Making" has been worked to about the limit; who will now immortalize himself by starting a "bead work" fad? Anything "Injun" will go, of course; and no neater, pleasanter way of wasting time could engage the attention of our big summer schools.—Tom. McBeath.

**About Myths.**

W. H. Huse writes to the Journal of Education the following pertinent inquiry in regard to the teaching of myths:

Some time ago a book of supplementary reading in primary grades was sent to me for examination. It was composed of fairy stories, fables and mythology. I read it with interest and pleasure, said that it was one of the best books for children I had seen, and wrote to the publishers to that effect. I determined to make it useful at once, and began reading the stories to my boy, not yet able to read for himself. He was exceedingly interested in some of the stories, and begged to hear them again and again. One tale I read to him seven times in one day when he was ailing and had to be amused. That part of the book was a success; but when I came to a long story of Norse mythology he began to ask questions, and, after an attempt to explain the "gods," I stopped, for he was just beginning to learn about God. I began to look at such literature from another point of view.

I believe that our children come to us little savages; I believe that each individual passes through the same evolution that the race has since its beginning; I believe in the value of myths and fables in the moral, as well as the intellectual growth of the child; but there are myths and myths. To discard all is to rob the growing soul of well-nigh all the poetry and beauty of child life, but is it necessary to take him through all the theology of heathenism in order that he may evolve into a civilized being?

We need only to consult secular history to know that the religion of modern civilization was given us by a nation that stood apart through all its history as the one people in all the world that was monotheistic, even though in an imperfect way. We sometimes take a heathen boy and undertake to give him the fruits of civilization. Do we begin by teaching him

all the mythology of his people, or of some other people, in order that he may properly evolve into a Christian, or do we keep silent about all that, in order that he may not be hindered in his development? Is it not possible that we are making a fad of myths?

**Tolstoi on Harper and Rockefeller.**

A few months ago James Creelman, a famous newspaper correspondent, visited Tolstoi at his home. Some time before, President Harper had visited Tolstoi and talked with him about economic and educational matters in America and especially about the Rockefeller institution over which he presides. Here is what Tolstoi said to Creelman about Harper, Rockefeller, and the trusts:

"Last year President Harper of the University of Chicago came to see me. He told me of the millions of dollars that Rockefeller had given to the university. He seemed to think that these millions were of great importance. But when I came to talk to him about serious matters I found him to be really ignorant,—quite a barbarian. He knows less about matters of intellectual and moral interest than a man might learn simply by reading the Review of Reviews, for instance. Think of such a university directed by such a man! And yet, that is one of the results of these trust millions.

"You talk of trusts in America as if the question were of importance. To my mind the industrial questions are childish. The trust and the labor union are mere passing phenomena. A man does not have to live in an industrial center, where human slavery has been established. He does not have to live in a city. Because man has spoiled a part of the earth, is that a reason why people should stay there and suffer? No man should work for a man like Rockefeller. He should prefer starvation. He should consider it a religious duty to refuse to work for a trust. Let a man who works for a trust in America and who seeks for relief,—let such a man go into the country and get a small portion of ground to cultivate. Let him give up luxuries.

"If a man cannot get ground to dig in, he should die rather than assist in supporting a man like Rockefeller." It is his duty to die. If a military uniform were put on him and he were ordered to die, he would do it proudly. For what? For 'patriotism' that evil thing which has done so much harm in the world, and which we should condemn and restrict rather than defend and spread. The trouble is that such men are not ready to die for the right thing."

## Public Schools Must Equal Private Schools.

The thoughtful citizen knows that the schools of the people are those that are supported from the common fund. These are the schools that mold the future citizen. And it follows that these schools should be the best in the land; that there should be nothing lacking in their appointments or training to make their mission satisfactory and effective. Purse-proud parents who object to their offspring mingling with the children of the democracy should not be able to find better schooling for their little ones in private schools or healthier conditions for mind or body.

Charity schools are not the best kind; richly endowed schools are not much better; both tend to create the worst kind of class distinction.

England's charity schools of two centuries ago were an evil; they fostered perverse and hateful class views that bred strife and subverted manhood on the one side and stimulated false and arrogant assumption of superiority on the other that have not been eradicated yet.

If the rich whose wealth is believed to have been acquired by questionable means desire to ease their conscience by giving back to the public some of their unjustly acquired wealth, the simplest and fairest way would be by a direct contribution to the tax fund as unpaid taxes. There would be no question about the people's ability to build free colleges for the Amer-

ican youth in abundance if these great tax dodgers would do their full duty in bearing their share of the burdens of government.

In fact, the *public schools* should be *superior* from the standpoint of the American citizen. Books, building, yard and system should be of the best.—The Wage Worker.

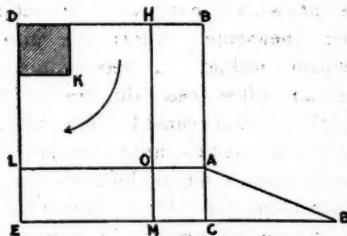
**For the Class in Arithmetic.**

A man bequeathed to his son all the land he could enclose in the form of a right-angled triangle with two miles of fence, the base of the triangle to be 128 rods; how many acres did he get?

**SOLUTION.**

Let  $AB'C$  represent the right triangular field of the problem,  $B'C$  the base,  $AC$  the altitude, and  $AB'$  the hypotenuse. Since the perimeter is 2 miles or 650 rods, it follows that  $AC + AB' = 640 - 128 = 512$  rods = the altitude plus the hypotenuse.

Extend the line AC to B, making  $AB =$



AB'; then CB will be 512 rods. On CB, construct the square BE, and on AC construct the square AM. Extend the lines AO and MO to L and H respectively. Then the square AM. Extend the lines AO and MO to L and H respectively. Then the square HL, thus formed, will be equal to a square constructed on the hypotenuse AB'. On the square HL, lay off the square DK, equal to the square AM. Then since the square of the altitude taken from the square of the hypotenuse would leave an area equivalent to the square of the base, it is obvious that the surface marked with the arrow is equal to  $128^2 = 16384$  square rods.



The area of the square  $BE=512^2=262144$  square rods. If from the square  $BE$ , the part marked with the arrow be removed, there would remain the two equal rectangles  $HA$  and  $LM$ , and the two equal squares  $AM$  and  $DK$ , whose combined area is  $262144-16384=245760$  square rods.

The rectangle  $LC$ , composed of *one* of the two equal rectangles and *one* of the two equal squares, evidently has an area equal to  $\frac{1}{2}$  of  $245760=122880$  square rods. Then, since length  $EC=512$  rods, the breadth  $AC=122880\div512=240$  rods.

Now, since the base of the triangular field is 128 rods, and the altitude is 240 rods, it follows that its area is equal to  $\frac{1}{2}$  of  $240\times128\div160$ , or 96 acres.—Ed. M. Mills in Ohio Educational Monthly.

#### Short Stops.

READ THIS TO THE BOYS.

The Journal of the American Medical Association has been investigating the disease known as "Fourth of July tetanus," which newspaper readers recognize as toy-pistol lockjaw. It records four hundred and fifteen cases this year, of which 90 per cent. were caused by toy pistols and most of the rest by cannon crackers. The pistols that do the mischief are those that explode blank cartridges. Nearly all the victims were children, and in spite of anti-toxin and all the new lock-jaw cures, 98 per cent. of them died. The Journal attempted to discover whether there were tetanus microbes in the cartridges, and in some of them it found many, and in others none. It doesn't signify, however, whether there are microbes in the cartridges or not. The fact that the use of the toy pistol is fatal to four hundred American children a year seems quite enough to support a demand for the infernal toy's suppression. The Journal suggests forming an association to secure general legislation, and also that municipalities take measures to stop the sale of blank cartridges and the apparatus for

exploding them. It has done a public service in providing reliable statistics on which legislation can be based.—Harper's Weekly.

\* \* \*

#### SEVERE, BUT POLITE.

Dan was inattentive, restless, mischievous, and had finally become so troublesome that he was a hindrance to others in the class. A mild reproof had proved ineffectual. It was a high school class in a recitation room. The door leading into the assembly room was open. The teacher said, quietly, "Dan, will you please shut the door?" The boy was prompt to respond and had his hand on the knob about to close the door when the teacher said, "Please shut it from the other side." Dan did so before he fully realized the situation. But although he had shut himself out he heard the laugh that came from the class he had just left.

\* \* \*

#### INSPIRE RESPECT FOR WORK.

The educational methods should inspire profound respect for toilers and their useful products. Every school should have attached to it a small library of well-selected literature suitable to the educational stage of the children. Less verbatim memorizing, more reading of inspiring and instructive publications. No mental work at home. I would therefore suggest that special attention be given to introducing a course of employments, which would call into play the use of hands, judgment, taste and skill. Each scholar could take home the result of his exertions, thus introducing, in a desirable form, emulation. Doubtless others can make suggestions regarding the most desirable forms of employment to select. I will mention but one. By purchasing unmounted pictures in large quantities, artistic effects in black and white and also in colors can be secured for a mere pittance. Suitable framing materials of different color, pasteboards,

etc., should be provided and innumerable artists' effects would be devised and triumphantly carried home to adorn the walls of the domestic hearth.—Edward Stern.

• • •  
PUTTING ON SIMPLICITY.

There are so many young teachers, gracious, tender, true, who will not trust the soul within them to express itself truly, but must, perforce, follow a standard of expression as pictured in a book or in the example of a teacher. There are hundreds of teachers to-day who have a lackadaisical, drawling inflection, a tilt of the head to the right or left, a tootsy-wootsy pout, a made-to-order smile, a patronizing melody whenever they address the child. And why? Because they are trying to put on simplicity (honestly, conscientiously, I admit, but yet putting on), instead of being simple; acting every minute; and utterly oblivious to the fact that the children are unconsciously copying tone, gesture, attitude.—Kindergarten Magazine.

• • •  
THE FEDERAL CAPITAL.

How many readers could tell off-hand the number of national capitals this country's congress has sat in, and give the names? There have been nine of them—Washington, D. C., Baltimore and Annapolis in Maryland, Trenton and Princeton in New Jersey, Philadelphia, Lancaster and York in Pennsylvania, and New York City. The first session of the Continental congress was held in Carpenter's hall, Philadelphia, September 5, 1774. Fearing to remain in Philadelphia after the defeat on Long Island, congress went to Baltimore, and voted George Washington dictatorial power for six months. Congress returned to Philadelphia, two months later, February 27, 1777. Lancaster and York got their sessions after the defeat at Brandywine, congress again retreating. Nine months the lawmakers remained in York; news of Burgoyne's surrender was received there. Then six

months in New York and another term in Philadelphia. Menaced by unpaid troops, congress went over to New Jersey. Sessions were held in Princeton college library. Annapolis next, where Gen. Washington resigned his commission. Trenton had a trial then, with Henry Lee, as president. Here Lafayette took leave of his American allies.

• • •  
BROTHERHOOD AND CHARITY.

Would you make brothers of the poor by giving to them?

Try it, and find that in a world of unequals it is the most unbrotherly of acts.

There is no gulf between unequal men so wide as a gift;

There is no wall so impassable as money given and taken;

There is nothing so unfraternal as the dollar: it is the very symbol of discord and division.

Make brothers of the poor if you will, but do it by ceasing to steal from them.

Charity separates; justice unites.

—Ernest Crosby.

## Curiosities and Quips

[Webster defines a curiosity as "that which is fitted to excite or reward attention." There is a legitimate place for quaint and curious lore in the education of the young. A wise use of the matter which will appear in this department will prove altogether wholesome though part of it may at first seem unrelated to any systematic body of knowledge.]

### Religion of the Presidents.

Of the twenty-five presidents of the United States, six have been church members, as follows:

Washington, Episcopalian.

Garfield, Christian ("Campbellite").

Ben Harrison, Presbyterian.

Cleveland, Presbyterian.

McKinley, Methodist.

Roosevelt, Dutch Reformed.

The church preferences or "leaning" of the others were:

*Unitarian:* John Adams, J. Q. Adams and Fillmore.

*Presbyterian:* Madison, Buchanan, W.

H. Harrison and Jackson, who late in life joined the Presbyterian church.

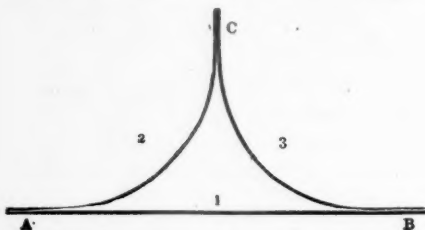
*Episcopal:* Monroe, Van Buren, Tyler and Taylor.

*Methodist:* Polk and Grant.

*Congregationalist:* Pierce.

Johnson, Hayes and Arthur so far as is known had no preference among the denominations. Jefferson and Lincoln were freethinkers.

This figure represents a railroad Y, the neck of which at C is just long enough to hold one car or the engine. AB is the main track, on which at 1 there stands a



car. There is also a car on each arm of the Y, at 2 and 3. A locomotive at B is headed west and it is to be turned so as to face east, and when it leaves, each car

must be where it now is. No poles or ropes are to be used in switching the cars.

#### Tangled Map.

This map is correctly drawn, but some of the places are misnamed and the points of the compass not observed. Give the correct names. —Frank Cisco, in *Little Chronicle*.



Since cigarettes seem less provoking  
Unto the ones who do the smoking,  
O, won't some power please compel 'em  
To smell themselves as others smell 'em?  
—Detroit Free Press.

A good rule for nature students: Be sure you are right, then look again.—Comstock.

## Readings and Recitations.

### The Little Pumpkins.

Ten little pumpkins sitting on a vine,  
Through the fence a cow's head came, then  
there were nine.

Nine little pumpkins growing near the gate;  
Over one a wagon rolled, then there were eight.

Eight little pumpkins growing round and even;  
Baby thought he'd found a ball, then there were seven.

Seven little pumpkins with the tall weeds mix;  
Along came the gardenet's hoe, then there were six.

Six little pumpkins left to grow and thrive;  
On one the pony stepped, then there were five.

Five little pumpkins where ten grew before;  
One withered in the sun, then there were four.

Four little pumpkins, green as green can be;  
Johnny made a lantern, then there were three.

Three big green pumpkins, then said little Sue,  
"Make me a lantern, please," then there were two.

Two yellow pumpkins ripened in the sun;  
Aunt Mary took one home, then there was but one.

One big ripe pumpkin, left the last of many;  
Grandma made Thanksgiving pies, then there wasn't any.

—Ninette M. Lowater.

### Vim.

Did you tackle the trouble that came your way  
With a resolute heart and cheerful,  
Or hide your face from the light of day  
With a craven soul and fearful?

Oh, a trouble's a ton, or a trouble's an ounce,  
Or a trouble is what you make it.

And it isn't the fact that you're hurt that counts,  
But only how did you take it.

You are beaten to earth? Well, well, what's that?

Come up with a smiling face.

It's nothing against you to fall down flat,

But to lie there—that's disgrace.

The harder you're thrown, why, the higher you bounce;

Be proud of your blackened eye!

It isn't the fact that you're licked that counts:

It's how did you fight—and why?

And though you be done to the death, what then?

If you battled the best you could,

If you played your part in the world of men,

Why, the critic will call it good.

Death comes with a crawl, or comes with a pounce,

And whether he's slow or spry,

It isn't the fact that you're dead that counts,

But only how did you die?

—Edmund Vance Cooke.

### Give Me Not Too Much Finish.

Give me not too much finish. Let me be

To cold perfection strange, if so I must

Refine away the ardor of my soul

And catch the plague of wordy nothingness.

Let me not learn the trick of cunning terms,

That in a careful anguish mince along,

If so I place a barrier to truth,

Or bait the springs of natural eloquence.

There is a primal fury of the mind,  
A rich despair, an all-consuming fire,  
Won out of knowledge and of vital force,  
Born of the heavens and of solitudes  
That let me keep for language with my kind,  
For bridge from them to thee, Almighty Love,  
O'er the stupendous gulfs of whirling thought;  
Nor sell it for the pottage of fine tongues.

—Evelyn Phinney in the Century.

### Football Days.

The football days have come again, the gladdest of the year;

One side of Willie's nose is gone, and Tom has lost an ear;

Heaped on the field, the players jab, and punch and claw and tear,

They knock the breath from those beneath and gouge without a care;

They break each other's arms and legs, and pull joints out of place,

And here and there is one who gets his teeth kicked from his face.

The freshman and the sophomores, besmeared with grime and mud,

Go gallantly to get the ball and quit all bathed in blood;

The senior knocks the junior down and kicks him in the chest,

The high school boy is carried home and gently laid at rest,

While here and there a crowded stand collapses 'neath its weight,

And forty people get more than they paid for at the gate.

O brave, O happy, careless days! How deep the mother's joy

What time she thinks of all the things they're doing to her boy—

How proud she is to know that he is on the team; how sweet

His face appears to her since it is only bloody meat!

With honest pride she lays away his amputated ear

And puts his eye in alcohol to be a souvenir.

### The Earth is Our Own.

The earth is ours? Nay, tenants are we all,

Tenants at will of unrelenting fate;

Even now, before life's opening outer gate

They stand, to whom the earth full soon will fall.

Theirs are the streams ye drain from fancied needs,

The trees ye fell, and leave a place of death  
Instead of forests with their healing breath,

The falls that vanish to exploit your deeds.

What will ye answer, when of you they ask

"Where is the beauty which you held in trust?"

What use to us these heaps of golden dust,

With earth a prison where we do our task?"

—Ninette M. Lowater.

### The Cathedral Chimes.

I climbed the winding stairway,

That led to the belfry tower,

As the sinking sun in the westward

Heralded twilight's hour.

For I thought that surely the music

Would be clearer and sweeter far,

Than when through the din of the city

It seemed to float from afar.

But lo, as I neared the belfry,

No sound of music was there;

Only a brazen clangor

Disturbed the quiet air.

The ringer stood at the key-board,

Far down beneath the chimes,

And patiently struck the noisy keys,

As he had uncounted times.

He only knew his duty,

And he did it with patient care;

But he could not hear the music

That floated through the air.

Only the jar and clangor

Fell harshly on his ear,

And he missed the mellow chiming

That everyone else could hear.

So we from our quiet watch towers

May be sending a sweet refrain,

And gladdening the lives of the lowly,

Though we hear not a single strain.

Our work may seem but a discord,

Though we do the best we can;

But others will hear the music,

If we carry out God's plan.

## Correspondence

Mary is 24 years old; she is twice as old as Ann was when Mary was as old as Ann is now; how old is Ann?

The above problem is on page 31, September number. I submit the following solution:

Let  $X$  = the number of years since Ann was half of Mary's age; then,

$12 + X$  = Ann's age now, and  $X$  years ago Mary was as old as Ann is now. Therefore,

$$12 + X = 24 - X$$

$$2X = 12$$

$$X = 6$$

$$12 + 6, \text{ or } 18 = \text{Ann's age.}$$

F. H. Jarvis.

Tuckhannock, Pa.

### A Reply to "A Geographical Prediction."

To the Editor:

In your September number appears the following prediction: "Within twenty-five years after the completion of the Nicaragua Canal, Boston will be a decadent, moribund city without hope of further growth. The facts on which this prediction is based are: First, the agricultural resources of New England, never great, are nearly exhausted. Second, the water power of that region is relatively much less important than in the past, etc. Third, shipbuilding no longer holds an important place among New England industries, since iron now enters largely into the construction of ships. Fourth, the stock of men and women that made Boston is fast disappearing—the best part of Boston is under ground. Fifth and chief, is the shifting of the lines of commerce that is bound to follow the completion of the inter-oceanic canal."

(1) Agriculture has never been of much importance in measuring New England's development. We can therefore pass this argument by as irrelevant. However, the soil of New England is glacial, and although it requires hard labor and close cultivation to make it yield abundantly it is nevertheless a hardy soil, not easily exhausted, and I question the fact that it is more nearly exhausted than it was a hundred years ago.

(2) Water power has been of little importance in New England for many years. The largest manufacturing centers, Boston, Providence, Worcester and Fall River have no water power at all, although all of these cities, as well as those along the Connecticut and Merimac rivers, have a possibility in their streams of obtaining great power by the erection of dams. Therefore with the further development of the transmission of power through electricity, we have reason to expect that the water power of New England will eventually attain an importance that it has never yet had.

(3) On page 129 of the "American Inventor," September 15, 1903, is an illustration showing "The twin U. S. battleships New Jersey and Rhode Island under the ship house in the Fore River yard." These, the article says, are "the

nearest finished of the *heaviest fighters our navy has ever had.*" It says furthermore, "The Fore River ship-yard, although the youngest American plant of its kind, is *one of the three biggest,*" and the capacity of this plant is eventually to be double, for, "Its ship house is long enough and wide enough to cover two of the biggest men-of-war at one time, and is to be extended eventually, on either side, so as to take in two more vessels under the overhang". This company launched, not long ago, the largest steel sailing vessel afloat.

(4) "The best part of Boston is underground." That may be, and yet it would seem as if there are a few shrewd, brainy men left in and about the old Massachusetts metropolis. (We are discussing an economic question.)

From 1890 to 1900 the population of the fourteen largest cities of New England, all of them manufacturing cities, show substantial gains, in one instance of over 50 per cent. The men who conduct these business enterprises may not be equal to the old New England stock, yet we will let their achievements speak for them. The remark that the slums of Boston to-day cover more ground than all Boston did once was perhaps an unconscious tribute to Boston's development. It is not that Boston has grown slummier, but larger, and the most beautiful parts have to be sought to-day in its suburbs from five to ten miles from the state-house. No city of the world can boast of a cordon of more beautiful suburbs.

(5) The shifting of the lines of commerce that will follow the completion of the inter-oceanic canal, together with the construction of a canal connecting the Great Lakes with the Gulf of Mexico, might affect the commerce of Boston for a time in some small degree, but that it would cause any permanent injury I do not believe. By far the largest part of Boston's commerce is transatlantic; with the ports of the United Kingdom, France, Germany and other countries of Europe, British South Africa, the West Indies and Canada. This commerce could not go through the Isthmian canal. The United States reports show that about 70 per cent. of Boston's import commerce is transatlantic and nearly 100 per cent. of its export commerce. This could not go through the Isthmian canal, and consequently it is not clear to me how the completion of this canal is going to injure this commerce, and I do not believe it will. I therefore do not think that the outlook for the future of Boston is as gloomy as S. Y. G. presents it in his prediction.

Chas. F. Chessman.

State Normal School, Weston, Oregon.

Well, "just you wait and see." By the way, Galveston, a little city which a few years ago was wiped out of existence, to-day has a larger export commerce than the Boston-Charlestown port.

There was a time when the people of Italy would have thought incredible the changes that occurred in the commercial importance of Genoa, Florence and Venice.—S. Y. G.



## The Bulletin.

Wilmot, Wisconsin, a village of only three hundred, has organized a four-year course high school. Anton Minsart is principal.

Superintendent E. W. Walker of Delavan will probably be the next president of the Wisconsin State Teachers' Association. No better man for the place could be found.

If you want some volumes of proceedings of the N. E. A. to fill out a set for your library, don't throw away your money by paying \$2 a volume, but send to this office and get them for \$1 each.

"Galveston's Great Sea Wall" is the subject of an interesting illustrated article in the Review of Reviews for November. This is the kind of matter that wide-awake teachers of geography want.

The article in this number on "Exams," by William Hawley Smith, is from his collection of essays entitled "Walks Abroad." The others are as pointed and piquant as this one, and we sell the book for thirty cents. See also our premium offer on another page.

The Plankinton House is headquarters for the State Teachers' Association which meets in Milwaukee Dec. 28-31. The excellent service rendered to guests at the Plankinton is well known to those who have made this their stopping place during former meetings. For information as to rates and reservation of rooms write the manager.

The military department of the Iowa State Normal has been closed. Every student enrolled will now take physical training under competent instructors during two years of the course. Teachers of physical training will be prepared for the public schools and all graduates will be able to carry forward this work in the public schools.

It sometimes happens that in renewing subscriptions, the subscriber's name appears twice on our list. Two copies of the paper are thus sent when only one is subscribed for. When the day of settlement comes, trouble begins. If you are getting two copies of this paper and have subscribed for but one, please give us early notice of the error.

Have you read Smith's Summer of Saturdays? If you want an interesting book on nature study and boy study for your library you will find it here. A traveling man takes a series of excursions in the woods with a boy who tells him about the things in the woods which he has learned to know and enjoy. Price 65 cents in cloth, 40 cents in paper.

Send for free sample of our report card, for common school or high school. Our song book is unexcelled; for a sample copy send five two-cent stamps.

The Cincinnati Game Company have just published two new games "Domestic Animals" and "Game of Words," both of which will delight children. The games are very popular in the school and in the home, and deservedly so; they may be played somewhat like the game of authors, but special directions are given for using them in class work.

The catalog of the County at Menomonie, Wisconsin, well printed and fully illustrated, and shows that the school has had a remarkably good record in the four years of its existence. Of its 110 graduates, 97 have taught since graduation, and about 50 per cent. of the teachers of Dunn county are graduates of this school. But this is not surprising; "we told you so"—when Morrison took charge of the school.

Professor Small, of Chicago University, who has just returned from Europe, says that war between the United States and Germany in the near future is inevitable; that the spirit now prevalent in Germany is very hostile to the United States; that under all the surface indications of good will there is a determined purpose to fight us just as soon as the German navy is ready.

We want 100 teachers who are willing to go to North or South Dakota to teach district schools, at \$40 to \$50 per month. One young lady whom we recently placed in a primary grade has been teaching continuously for fifteen months in country schools. Owing partly to the scarcity of teachers some of the schools hold winter terms and others summer terms. Those who desire can therefore teach eleven or twelve months in the year.

Until Dec. 15, we offer to enroll free any teacher of suitable qualifications who will accept such a position as we describe above and can go on short notice.

The Ship of State, by Those at the Helm, is the striking title of an excellent little book on the practical phases of our government, just from the press of Ginn & Company, Boston. The book is suitable for a school library and will be read with interest by adults as well as by boys and girls. It consists of a series of articles by prominent men, and deals with all the important departments of our government. It gives in succinct and convenient form information which is valuable, and, under ordinary conditions, hard to obtain. Mr. Roosevelt has written a chapter on the Presidency, Mr. Lodge on the Senate, and Mr. Long on the Navy. We predict that this book will have a large sale.

The Salt Lake City Tribune says that St. Nicholas is an illustration of what can be done in setting a standard and keeping it so far beyond rivalry in a special field that there is no second. This is a good time of year to begin a subscription. No school reading table is well equipped without this magazine.

If you have not been using monthly report cards try this mode of encouraging regular, prompt attendance and diligence in learning lessons. See the fac simile of our card on another page. It is unsurpassed for simplicity and effectiveness, and is printed on cardboard of first quality which will stand the wear to which report cards are necessarily subjected. We can furnish good, strong envelopes of a size to fit the card, at half a cent each or 40 cents a hundred.

MacClintock's *The Philippines*, a geographical reader, by Samuel MacClintock, of the Cebu Normal School, American Book Company, Cincinnati and Chicago, consisting of short descriptive chapters on the principal islands of the Philippines, and their provinces and towns, gives information in regard to their history, the manners and customs of the inhabitants, and the products, manufactures, and exports of the islands. A separate chapter is devoted to Manila, and another to the government of the Philippines. This information is presented

After discussing the need of laws, and how with a clear and simple style, and in a most interesting manner. The author's position is a guarantee of his intimate acquaintance with his subject. The book is profusely illustrated with excellent half-tones from photographs, and is supplied with several colored maps.

The Mosely Commission, a body of prominent educators from England, are now on an extended tour of inspection of public schools in American cities. They are accompanied by Mr. Alfred Mosely, a wealthy Englishman, who pays all the expenses of this committee of experts, and who has undertaken the inspection to find out about the schools here and report for adoption in Great Britain whatever of value they may find that will bear transplanting.

In Washington City a thing that impressed these gentlemen profoundly was the fact that Roosevelt's boy is in the public school; when they saw the lad wrestling with a lesson in arithmetic along with boys and girls "just as they run" in a district school where there are found the children of laborers and of wealthy parents, they made careful inquiry what means were employed to keep the "better classes" from the influence of objectionable "classes." When told that no discrimination whatever is made in the public schools, they were amazed, and one of them said, "I think I now understand something of the meaning of American democracy."

These gentlemen express themselves as heartily pleased with many things they have seen thus far. Of course, some allowance must be made for the element of courtesy which will naturally enter into their public utterances while here; but when they return and make their report it will be a document of great in-

terest and value, both to Englishmen and Americans.

Gillan's *Lessons in Mathematical Geography* exactly meet the requirements in the uniform course of study officially approved in several states. In the new Manual for Wisconsin schools it is practically made a part of the course of study. It seems to have covered the ground so completely that a reference to the little book itself stands in lieu of any outline of the subject. See page 80, Eleventh Edition, Manual of Course of Study for Common Schools of Wisconsin, 1902. Price, 10 cents, or one dollar a dozen.

The most notable feature of the Century Magazine for 1904 will be Dr. S. Weir Mitchell's "The Youth of Washington," told in the form of an autobiography. It will be written as if it were done by Washington himself, sitting in Mt. Vernon in his old age and recording, solely for his own eye, the story of his youthful life. Ernest Thompson Seton has prepared "Fable and Woodmyth," brief papers in a new vein, the illustrations in the author's most fantastic and amusing style. And the antidote to these will also be furnished, for early numbers will bring John Burroughs's "Current Misconceptions in Natural History."

As the years increase The Youth's Companion keeps pace with them in all that is wise, beautiful and progressive, and retains the honorable and exceptionally high place it holds in the confidence and affection of three generations of readers. The greatest living authors continue to contribute to it.

The annual announcement number of the Companion, describing the principal features of the Companion's new volume, will be sent to any address, free.

The new subscriber for 1904 will receive all the issues of the Companion for the remaining weeks of 1903 free from the time of subscription; also the Companion calendar for 1904, lithographed in twelve colors and gold.

Practical Lessons in Human Physiology, Personal Hygiene and Public Health, by John I. Jegi, State Normal School, Milwaukee, The Macmillan Company, is the latest school text on this subject, and it is a good one. The topics are presented in a logical order, and the development of the lessons give evidence that the book was written by a practical teacher, who is also a master of the subject. Hygiene is kept prominently to the front throughout, thus giving a very practical value to the book. Many simple experiments which can be performed without expensive apparatus are suggested, and as the book is not made on the laboratory plan, it is especially adapted to classes in common schools where apparatus for experiments must be improvised.

The reviews and summaries are arranged as connecting links between the various topics, as well as to set forth the main points to be remembered.

The discussion of the effects of stimulants and narcotics is clear, ample and scientific, without extravagant statement or undue attention. The chapter on bacteria and diseases

is illustrated with views of microscopic slides showing disease germs; the chapter is well written, but in the paragraph on malarial fever the author will no doubt in the next edition suppress mention of the first two ways in which it is said these germs probably enter the body, and will treat more fully the third. A valuable chapter on first aid in accidents is added. We believe this will prove a highly satisfactory text-book.

The new edition of **THE WESTERN TEACHER SONG BOOK** contains the music except to those selections that are so familiar as to make the notes unnecessary. We are confident that this improvement will add greatly to the popularity of this already popular book. The price remains the same, ten cents a copy, or one dollar a dozen. For special rates for first introduction write S. Y. Gillan & Co., Milwaukee.

The Evolution of Dodd appeared first as a serial in a school journal. Not until half a dozen installments had appeared did the readers appreciate the fact that William Hawley Smith was immortalizing himself by writing the story. Keep your eye on "Thomas Thompson, Schoolmaster," now running in this journal, begun in the September number. It is written by one of the best known and ablest school men in the Middle West, whose name and work are known to tens of thousands of school people in several states. Lawter Whittie is a pen name behind which the author modestly conceals his identity.

The many friends and admirers of Prof. J. N. Patrick regret his continued illness. For more than thirty years he was actively engaged in school work in Illinois and has always been a popular institute instructor. For five years he has been confined to his home by a lingering illness and his ultimate recovery is yet doubtful. His postoffice address is St. Louis, Mo., box 616. Mr. Patrick is the author of several books for schools, and of professional books for teachers. Among them "Elements of Pedagogics," and "Pedagogical Pebbles," which have met the flattering approval of many of the foremost leaders of normal and common school education. Mr. Patrick has performed a distinguished service for the schools, and his five years of silence and absence from the field have been a distinct loss.

A mission is liable to swamp a magazine. So much zeal is developed that the real function of the publication is forgotten. Into this excess Everybody's Magazine, which has recently undertaken a crusade against the idleness-of-riches habit in America, is obviously not to be led. The November contents-table makes an inviting showing, presenting stories by such amusing writers as Alfred Henry Lewis, O. Henry and Eugene Wood. There is no intrusion of a policy at all, and the reader is likely to find himself in the midst of Francis Bellamy's article about "Successful Men Who are Not Rich" without dreaming that there is a serious moral to it. Mr. Bellamy avers that the nation is losing its ideals and that to-day success only means wealth. The millionaire is the modern hero.

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Not long ago Commissioner W. T. Harris said that a collection of photographic views of every schoolhouse in a whole state, with the pupils grouped in front would be the most unique and interesting school exhibit ever made. The State of Missouri proposes to make just that kind of exhibit at the St. Louis Exposition.

Tracing and Sketching Lessons in Geography grows in popularity with teachers of this branch. It is rich in suggestion of method and devices, and furnishes a great abundance of interesting and valuable supplementary matter with which to enrich and enliven the text-book lessons. A new edition has been issued, which brings the references to population up to the latest census. Price 40 cents. Address this office.

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Any one of the following will be sent as a premium to new subscribers who cut out this paragraph and send it with one dollar to this office before Dec. 31, 1903.

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Arithmetic in the Common School, S. Y. Gillan.

Portfolio of 25 Perry Pictures.

Present subscribers who pay up to Dec. 31, 1904, may also have their choice of the above.

Upper Iowa University has cut off intercollegiate foot-ball games with other institutions. The experiment is watched with interest by many friends and opponents of college athletics.

This year a report of the condition of the treasury of the Iowa State Teachers' Association will be published with the programs that are given members at their enrollment at the coming meeting. This will give all members a chance to know the actual conditions of the treasury instead of just hearing the report read at the hasty business meeting at the close of the session.

#### A Novelty in Railroad Education.

The novel project of running a palatial special train from Chicago to New Orleans and return, a distance of nearly 2,000 miles, for the sole benefit of competitors was successfully carried out by the officials of the Illinois Central railroad last week. Nearly 100 general passenger agents and members of their families were the guests of the Illinois Central during the trip, everything, including musical entertainments in the observation car, being provided by the company. Had anyone undertaken to purchase the service and entertainment provided the cost could not have been far from \$10,000. The train was, so to speak, an edition de luxe, the Pullman Company certifying that the new cars furnished were the finest ever manufactured by them, and the engineers and train crew were the most expert in the employ of the railroad company.

The novelty of the affair consists largely in the fact that a few years ago railroad companies strove to keep from competitors accurate knowledge of conditions along their lines of railroad. Excluding the complimentary feature, the main purpose of the Illinois Central expedition was to educate competing lines regarding the unexcelled transportation facilities possessed by that company, and the possibilities which lie in the development of the south. Although progressive men, the general passenger agents who were on the trip were amazed to learn that the Illinois Central now practically has a double track system all the way between Chicago and New Orleans and a rock ballasted roadbed, with few grades and curves, which is capable of accommodating an enormous volume of traffic. They were also surprised at the phenomenal commercial and industrial awakening which the south is experiencing, and they will spread the news regarding both facts for months to come.

In doing this they will be advertising the south most effectively and promoting travel there from every quarter of the country. Naturally the Illinois Central will get the benefit

of this, for, in short, it has recruited a force of 100 live advertising agents from among the ranks of its active competitors. Under railroad methods in vogue prior to the era of "community of interests" such an undertaking would have been hailed as suicidal.—Chicago Record-Herald.

Have you read "Elling," by Alexander Coarvet? It is published by S. Y. Gillan & Co., Milwaukee, price \$1.00. The following is what Professor James of Harvard University says of the book:

"Elling" seems to me a work of rare distinction, with an indescribable flavor of goodness all its own. To many readers it will probably say little, but those to whom its quality speaks will read it again and again, for it is a bit of genuinely spiritual literature, a sort of pilgrim's progress transported out of theology into social life. Wise, patient, humorously sceptical of the world's values, but never of the lasting values, shunning loud effects of style, humane, a sort of twilight book,—it is evidently distilled from the modest personal experience of its author, and tells veraciously life's lessons as they came to him. A most unique and original book, in my estimation.

WILLIAM JAMES.

Cambridge, Mass., Jan. 13, 1903.

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